

Recreation

OCTOBER, 1950

OCT 2 1950

ARCHITECTURE LIBRARY





Let Us Be Thankful!

Here is a list of games, festivals and parties for the Thanksgiving celebration in your home, community center, school or church. The following publications may be ordered from the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

All-American Party, An (MB 1373)—Games and quizzes suitable for Thanksgiving. \$.05

Blue Laws Party, The (MB 610)—A pantomime with reader, suitable for Thanksgiving time \$.05

Captain's Dilemma, The (MP 89)—A playlet based on the famous courtship of Miles Standish \$.10

Children of the Americas (MP 338)—A pageant depicting, through song and dance, historic periods of America . . . \$.10

Dinner Table Fun (MP 185)—Games for your after-dinner fun \$.20

Faith of Our Fathers (MP 46)—A Pilgrim pageant. The first part deals with the Pilgrims—brings out clearly the signing of the Mayflower Compact and also contains a scene of the first Thanksgiving. The second part of the pageant tells of the "Faith of Our Fathers in Modern Times" . . \$.25

Family Party for Thanksgiving, A (MB 1578) \$.05

For a Happy Thanksgiving (Reprinted from RECREATION magazine)—Suggestions for a simple harvest community night consisting of songs, dances and considerable pageantry. Also suggests other possibilities for harvest entertainments and festivals \$.10

Fun for Thanksgiving (MB 1576)—Games and decorations \$.05

Harvest Festival (MP 133)—An outline for a simple festival including a dance of the autumn leaves, a Pilgrim procession, a husking bee and others. May be produced indoors or outdoors \$.10

Harvest Home Thanksgiving Party (MB 1579)—Grand fun for a family celebration, \$.05

Parties A to Z—Contains plans for a harvest celebration \$.50

Parties for Special Days of the Year—Included is a complete plan for a Thanksgiving party \$.50

Plays, Pageants, Festivals and Other Entertainment Material for Thanksgiving (MP 342) \$.10

Program for Thanksgiving, A (MP 367)—Eight tableaux with narrators . . \$.10

Thanksgiving Ceremonial, A (MB 1421)—For church, school, or community auditorium use. The Earth Mother and the Earth Children take part in a procession, followed by groups of Pilgrims, pioneers and those who share their offerings . . . \$.05

Thanksgiving Down On the Farm (MB 1892)—Decorations and games . . . \$.05

Three Thanksgivings, The (MP 51)—A November humoresque of the Thanksgivings of the past, present and future. Especially good for a community Thanksgiving celebration \$.25

Turkeys in the Treetop (MP 407)—Games and mixers for your party . . . \$.10



Recreation



THE MAGAZINE OF THE RECREATION MOVEMENT

OCTOBER 1950

Editor, JOSEPH PRENDERGAST

Managing Editor, DOROTHY DONALDSON

Business Manager, ROSE JAY SCHWARTZ

Vol. XLIV Price 35 Cents No. 5

On the Cover

Halloween!! The word is magic to the ears of the young of all ages, and the time is just right for a little recreation sorcery to be spread by departments throughout the country. Cast a spell; call up the djinns, goblins, ghouls and witches from their dark haunts and make your October program one to be remembered by all! Photo, courtesy National Biscuit Company.

Photo Credits

Page 243, Greensboro Recreation Department, North Carolina; page 253, Paul A. Moore, Tennessee Conservation Department; page 255, Hofmann, Freising, Germany; page 257, Phillips, San Pedro, California; page 261, John Gass, *The Scarsdale Inquirer*, Scarsdale, New York; page 264, top and bottom, page 265, Theo Frey, Zurich, Switzerland; page 264, center, page 266, E. T. S. Magglingen; page 272, Los Angeles Recreation and Park Department, California.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions \$3.00 a year. Canadian agency, C. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate \$3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising Representative, H. Thayer Heaton, 415 Lexington Avenue, New York.

Copyright, 1950, by the
National Recreation Association, Incorporated
Printed in the U. S. A.

COMING NEXT MONTH

Our November issue will carry THE MAYOR'S CHRISTMAS PARTY, postponed from the October issue, and suggestions for Thanksgiving programs; articles on home play; the relation of group work, recreation and mental hygiene; hospital recreation; community education and recreation; a sports carnival. Watch particularly for Part I of THE USE OF SCHOOL BUILDINGS FOR RECREATION—the NRA study which was announced in *Things You Should Know* . . . , September issue. Part II will be published in December.

| | |
|---|-----|
| Now You Can Belong (editorial), Joseph Prendergast . . . | 235 |
| Recreation Comments | 236 |
| How to Write for RECREATION | 237 |
| Things You Should Know | 238 |
| Model Aviation, Frederic Howard | 239 |
| Community Singing, Arthur Todd | 242 |
| Working Board Members, R. O. Schlenter | 245 |
| Wear the Red Feather! | 246 |
| Bicycling and Hosteling as a Program Activity, Frank W. Harris | 247 |
| Bicycle Institute of America | 249 |
| In-Service Training for Park Employees, E. P. Romilly | 250 |
| Flicker Ball, Paul C. Sisco | 262 |
| The Swiss Twist to Sports, Harry Kursh | 264 |
| College Students as Camp Counselors, Robert E. Link | 267 |
| Biddy Basketball, Jay Archer | 270 |
| International Festival of Square Dancing | 271 |
| California Cities Plan Meeting | 272 |
| Not for the Ladies, Ward Greene | 273 |
| We Square Danced the Winter Away, Toni Cherpes | 275 |
| A New "Out" Look, Mildred Scanlon | 277 |
| Meet the Music Masters, Herman J. Rosenthal | 280 |
| William Parkyn Jackson | 283 |

Halloween

| | |
|--|-----|
| An Organized Halloween Celebration | 255 |
| Mask-Making is Exciting, Ernest B. Ehrke | 257 |
| For the Halloween Table | 260 |
| Windows Bloom on Goblin Night | 261 |

Regular Features

| | |
|---|-------------------|
| Recreation Suggestion Box | 282 |
| Magazines and Pamphlets | 284 |
| Books Received | 286 |
| New Publications | 287 |
| Recreation Leadership Courses | Inside Back Cover |

NATIONAL RECREATION ASSOCIATION

A Service Organization Supported by Voluntary Contributions

Executive Director, JOSEPH PRENDERGAST

OFFICERS



OTTO T. MALLERY Chairman of the Board
PAUL MOORE, JR. First Vice-President
MRS. OGDEN L. MILLS Second Vice-President
SUSAN M. LEE Third Vice-President and Secretary of the Board
ADRIAN M. MASSIE Treasurer
GUSTAVUS T. KIRBY Treasurer Emeritus
JOSEPH PRENDERGAST Secretary



BOARD OF DIRECTORS

| | | | |
|-------------------------------|--------------------|------------------------------|-----------------------|
| F. W. H. ADAMS | New York, N. Y. | MRS. CHARLES V. HICKOX | Michigan City, Ind. |
| F. GREGG BEMIS | Boston, Mass. | MRS. JOHN D. JAMESON | Bellport, N. Y. |
| MRS. ROBERT WOODS BLISS | Washington, D. C. | SUSAN M. LEE | New York, N. Y. |
| MRS. ARTHUR G. CUMMER | Jacksonville, Fla. | OTTO T. MALLERY | Philadelphia, Pa. |
| WILLIAM H. DAVIS | New York, N. Y. | CARL E. MILLIKEN | Augusta, Me. |
| HARRY P. DAVISON | New York, N. Y. | MRS. OGDEN L. MILLS | Woodbury, N. Y. |
| MRS. PAUL GALLAGHER | Omaha, Nebr. | PAUL MOORE, JR. | Jersey City, N. J. |
| ROBERT GARRETT | Baltimore, Md. | JOSEPH PRENDERGAST | New York, N. Y. |
| ROBERT GRANT, 3rd | Oyster Bay, N. Y. | MRS. SIGMUND STERN | San Francisco, Calif. |
| AUSTIN E. GRIFFITHS | Seattle, Wash. | GRANT TITSWORTH | Noroton, Conn. |
| MRS. NORMAN HARROWER | Fitchburg, Mass. | J. C. WALSH | Yonkers, N. Y. |
| FREDERICK M. WARBURG | New York, N. Y. | | |

HEADQUARTERS STAFF

| | | |
|--|--|--|
| Executive Director's Office GEORGE E. DICKIE THOMAS E. RIVERS ROSE JAY SCHWARTZ ARTHUR WILLIAMS | Research Department GEORGE D. BUTLER MURIEL MCGANN ELIZABETH CLIFTON | <i>Service to States</i> ROBERT R. GAMBLE |
| Correspondence and Consultation Service VIRGINIA MUSSELMAN GERTRUDE BORCHARD LORRAINE WILLIAMS | Work with Volunteers E. BEATRICE STEARNS MARY QUIRK MARGARET DANKWORTH | <i>Areas and Facilities—Planning and Surveys</i> H. C. HUTCHINS ALAN B. BURRITT |
| Editorial Department DOROTHY DONALDSON SONIA RACHLIN | Field Department CHARLES E. REED DOROTHY FORGANG JAMES A. MADISON | <i>Katherine F. Barker Memorial Secretary for Women and Girls</i> HELEN M. DAUNCEY |
| Personnel Service WILLARD C. SUTHERLAND MARY GUBERNAT | | <i>Industrial Recreation</i> C. E. BREWER |
| | | <i>Recreation Leadership Training Courses</i> RUTH EHLERS ANNE LIVINGSTON MILDRED SCANLON FRANK A. STAPLES GRACE WALKER |

DISTRICT REPRESENTATIVES

| | | |
|--|---|---|
| New England District RICHARD S. WESTGATE Portland, Me. | Southern District MISS MARION PREECE Alexandria, Va. RALPH VAN FLEET Clearwater, Fla. WILLIAM M. HAY Nashville, Tenn. | Southwest District HAROLD VAN ARSDALE Dallas, Tex. |
| Middle Atlantic District JOHN W. FAUST East Orange, N. J. GEORGE A. NESBITT New York, N. Y. | North Central District ARTHUR TODD Kansas City, Mo. HAROLD LATHROP Denver, Colo. | Pacific Northwest District WILLARD H. SHUMARD Seattle, Wash. |
| Great Lakes District JOHN J. COLLIER Toledo, Ohio ROBERT L. HORNEY Madison, Wis. | | Pacific Southwest District LYNN S. RODNEY Los Angeles, Calif. |

Affiliate Membership

Affiliate membership in the National Recreation Association is open to all non-profit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies,

public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Now You Can BELONG

IN THE April issue of RECREATION, I stated my intention to resurvey and review all of the services of the National Recreation Association to determine how we might best broaden and improve them. In the September issue we announced the reorganization and expansion of the association's district field services as of July 1, 1950. We have now completed a reorganization of the headquarters staff as indicated on the preceding page.

During my spring trips to the various district conferences, many recreation executives and other recreation workers from all sections of the country brought up the question of individual active associate membership and of agency affiliate membership in the association. It was thought that a more formal relationship between individual recreation workers and local agencies and the association would be helpful to the national recreation movement as well as mutually helpful to recreation workers, the local agencies and the association.

During July and August, the suggestions that associate and affiliate memberships be established were submitted by newsletters to recreation and park executives and chairmen. We received such enthusiastic responses to both suggestions that it was decided that both memberships should become effective October 1, 1950.

The affiliate membership is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program, and whose cooperation in the work of the association would, in the opinion of the association's board of directors, further the ends of the national recreation movement.

The affiliation fee has been set at the nominal figure of ten dollars because our first consideration is to make it possible for every recreation agency to become affiliated for service with the association. Beyond that, it is our hope that every recreation agency will give most serious consideration to the possibility of sharing officially, as so many do at present and have in the past, in the support of the

cooperative services made available to them through the association.

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public organization whose function is wholly or primarily the provision or promotion of recreation services or which includes recreation as an important part of its total program, and whose cooperation in the work of the association would, in the opinion of the association's board of directors, further the ends of the national recreation movement. All other individuals interested in supporting the work of the association may become contributing, but not active, associate members. The active associate membership fee has been set at five dollars.

The benefits and services to be available to all affiliate and associate members are substantially those outlined in my newsletters of July 31 and August 15, 1950. Descriptive material and official application blanks for both memberships are being mailed to all agencies and individuals on our mailing lists. We would be very glad to send them to any other agency or individual on request. Necessary adjustments will be made in the case of the many hundreds of good friends who already are contributing to the financial support of the association so that they may become affiliate or associate members.

For further information with reference to the proposed memberships, please feel free to write me at any time. I would also appreciate any comments, suggestions or criticisms you may care to make with reference to any of the services of the association. It is our desire to bring about the closest possible relationship between everyone working in the field of recreation and to give you the broadest and best possible service.

I hope I may soon have the pleasure of welcoming you all as members of the association.

Joseph R. Rudolph

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

"We, the members of this commission, have held a number of meetings. To benefit from those who have had years of experience in this type of work, the members of the commission have subscribed to RECREATION. . . . We urge all others interested to subscribe to this excellent magazine."

RECREATION COMMISSION,
Barrington, New Jersey

"At this time, let me tell you that I think the RECREATION magazine to be the finest magazine of its kind published in this country. It has steadily become more interesting and valuable to me as each monthly issue arrives. All of us in this organization feel the same about it. All departments borrow my copy of RECREATION."

HAZEL B. FLYE,
Health and Recreation
Director, YWCA,
Brockton, Massachusetts

"Your articles in the 'Playground Issue' of RECREATION magazine were excellent. The entire issue was so splendid that I have ordered additional copies so that each playground leader might read them and be as stimulated as I was."

EUGENE L. BARNWELL,
Director of Recreation,
Alexandria, Virginia

"As a subscriber to your monthly magazine, I have received invaluable help in planning a recreation and day camp program for the teen-age girls of our institution."

SISTER MARY GOOD COUNSEL,
Mount St. Florence High School,
Maple Avenue,
Peekskill, New York

"While doing some research at the university the other day, I found your late issues of RECREATION. They are so vastly improved over a few years ago that I'd like to 'pick up' my membership with you again."

WILLIAM F. SMITH, Minister,
First Methodist Church,
Central Islip, N York

"I am the new social director here at Sparrow Hospital, and find our subscription to your magazine very helpful."

MYRA L. WILLIAMSON,
Lansing, Michigan

"Permit me to congratulate you on 'The Job Outlook' in the September issue. This article will answer many questions and thoughts of people now working on, or interested in securing work in the field. Such an article from you several times a year would be highly desirable."

JOHNSON S. TOWNLEY,
Summer Recreation Director,
Indiana University

"Thank you for so kindly sending me two copies of the January, 1950 issue of your magazine, RECREATION, which included an article by Monsieur Joussellin. This aroused great interest at the recent meeting in London of the Travel and Exchange Commission of WAY."

CHAIRMAN, Travel and Exchange
Commission,
World Assembly of Youth,
British National Committee,
London, W. C. 1

How to Write for RECREATION

FROM TIME to time our readers, who also are our contributors, write us regarding specifications for articles to be submitted for possible publication in RECREATION. We are pleased to hear from subscribers who are realizing that this is *their* magazine, their own medium for the exchange of experience all year round. The following information, therefore, is presented to facilitate and stimulate the preparation of material for this purpose.

A study of ways of improving the magazine, conducted through the spring and summer, is resulting in many plans. A questionnaire will be coming to you shortly, so that your own suggestions can be considered in making decisions for the future. These will be announced in the January issue.

Manuscripts

They should be typewritten, with ample margins, double-spaced, on one side of the paper, and be first copies—not carbons. They should carry name, title, address of the author, and be accompanied by a few lines of biographical material and a self-addressed, stamped envelope. Wherever possible, too, please send a photograph of the author.

Length

Articles usually run between 1,600 and 2,000 words in length; and we like—wherever possible—to have good action photographs to use for illustration. We also need brief, informative material.

Content

When an article tells the story of a good program, we want it also to explain how the program got that way, to include an account of the *problems* involved and how they were solved. In fact, we ask you to send us the sort of information which you, yourself, would like to find in the magazine. We want stories of your experience in making theories realities, and the results of your experiments; also, stories presenting the philosophy and the challenge of the recreation job.

Subject matter of articles can cover group or individual recreation for all ages; recreation for churches, camps, institutions, the handicapped,

private organizations, rural areas, schools; recreation administration, program, leadership, training, facilities, equipment; specific interests and skills; home play. Short materials should include information which can be used for the regular feature pages—such as news, favorite social games, mixers, stunts; letters of opinion for the “Comments to the Editorial Department” page, helpful hints for the “Suggestion Box,” and so on.

A Few Examples of Specific Subjects

Rainy day programs for playgrounds.

Playground leadership, techniques, training.

Programs for community nights on playgrounds.

Examples of cooperation with army installation officers in providing off-post recreation for servicemen nearby. This might be two-way, not only telling of the welcoming of servicemen to a community program, but exploring the possibilities of the army providing volunteer leadership, or even facilities, for such program.

Hobbies, other individual recreation pursuits.

Athletic and sports programs and new techniques.

Detailed crafts projects, step-by-step instructions. If we found enough interest and *cooperation*, we might set up a crafts exchange, to appear monthly. *All those interested, let us know.*

The pros and cons of the giving of awards, and what kind, if any.

Recreation department drama programs.

The pros and cons of league play for juniors.

Suggestions for good Thanksgiving, Christmas, Easter, Fourth of July observances, and others.

Club organization, leadership, program planning, activities, problems.

Timing

Timing is most important, especially with seasonal material. Each issue of the magazine is made up well in advance. Current magazine schedule:

| Issue | Deadline |
|--------------------|------------------|
| January 1951 | October 16, 1950 |
| February | November 16 |
| March | December 11 |
| April (Playground) | January 18, 1951 |
| May | February 19 |
| June | March 17 |

Photographs

Mark plainly for credit, identification, return—if requested. Send action, human interest photographs—pictures that tell a story.

Things You Should Know . . .

● RECREATION THERAPIST positions with the California Department of Mental Hygiene are being set up in eighteen institutions throughout that state. Nationwide examinations for these positions are being held in October.

● RECREATION DEPARTMENTS are beginning to feel the breath of Uncle Sam, and several recreation executives already have been called for military action, while others are in line for such attention. At the outbreak of the last war, the increasing flow of personnel out of departments resulted in the sudden necessity for replacements. Many were made with women; older people were called back into service; high school students provided leadership on playgrounds; former volunteers were trained for paid jobs. New sources of volunteers were tapped; and the number of volunteers multiplied. With this in mind today, it might be well for all departments to gear their in-service training to the possibility of such changes once more, and to include new people who may have to be utilized. If these people are not needed, their recreation training will not be wasted—for it can be used elsewhere.

● LETTERS RECEIVED by the National Recreation Association—pledging cooperation, offering enthusiastic comments and constructive suggestions—indicate that feeling is running strong in favor of the proposed expansion of NRA services, the realignment of districts in order to put more staff people in the areas to be served, and the plans for the future.

● AFTER TWO YEARS OF STUDY by a membership committee of the Youth Division and the Education-Recreation Council of the National Social Welfare Assembly, a recommendation has been passed for the consolidation of these two groups. The executive committee of the assembly has appointed a committee to work out ways and means of bringing this about and integrating the new organization into the over-all assembly structure.

This is to be known as the Recreation-Education Division of the assembly.

● AN ARTICLE BY JOSEPH PRENDERGAST, Executive Director of the NRA, on "The Areas of Cooperation Between the National Recreation Association and the American Recreation Society" is appearing in this month's issue of the *Journal of the American Association for Health, Physical Education and Recreation*. An editorial by Mr. Prendergast also will appear in an early issue of the American Recreation Society bulletin.

● THE STATE INTERAGENCY Council of Michigan has just received a grant from the Kellogg Foundation for two years' salary for a secretary for the committee. Edwin C. Rice, of Greenwich, Connecticut, has been appointed.

● THE NRA WILL BE REPRESENTED on the steering committee of the Council on Participation of National Organizations, President Truman's Mid-Century White House Conference on Children and Youth, at its meeting on December 3, 1950. The purpose of the conference is "to consider how we can develop in children the mental, emotional and spiritual qualities essential to individual happiness and responsible citizenship." The NRA also had been represented on the planning committee for the recreation section of the Conference on the Aging, held in the Shoreham Hotel, Washington, D. C., in August.

● MR. PRENDERGAST WILL SPEAK at the annual luncheon of the American Recreation Society at the Midcentury National Recreation Congress in Cleveland, Wednesday, October fourth, and also will speak at the seventh Governor's Conference on Recreation in Montpelier, Vermont, on the twenty-third. In November, he will preside at a forum in New Jersey, sponsored by the *Newark Evening News*, on "Play Space in New Neighborhoods," and speak at a meeting of the North Carolina and South Carolina state recreation societies.

An activity which was popular with recreation departments before the days of power motors now makes another bid for attention.



Model Aviation

Frederic Howard

Some city administrators have recently become aware of a growing and somewhat unusual civic problem—"the model menace." The flying of gasoline-engined model airplanes in residential zones has reached alarming proportions from one end of the country to the other. The invasion of park areas, athletic fields, schoolyards, and vacant lots by "control-line" enthusiasts has been countered with absolute bans on all model flying in many cities, including Atlanta, Evanston, and Chattanooga. Other cities will undoubtedly take the same action. The desirability of prohibiting all model flying within a city is questionable; but the simplicity and directness of this action, the confusion and hesitancy which have characterized recommendations of municipal recreation departments

in this matter, and the rate at which control-line flying continues to spread, suggest that this "solution" will find wide acceptance.

The present model airplane problem centers on the control-line type. This gasoline-engined miniature is operated on a pair of wire cables which confine its flight pattern to a circle. Its appeal lies in the minimum of space its flight requires (a circle of 150 feet diameter is ample), the ease of construction, and the model's control and durability. Its popularity is proved by the growing list of complaints from irritated citizenry who argue that the noise of the engine and the potential hazard to onlookers, should the control cables give way, far outweigh any educational or recreational value of such model flying. Although the hazard is quite real—the velocity of these models sometimes approaches 100 miles per hour—the nuisance factor is usually the basis for complaint. When the quiet of a Sunday morning is shattered by the high-pitched whine of a score or perhaps a hundred of these miniature machines in simultaneous operation throughout a city, a civic problem undoubt-

Mr. Howard reports that he and his wife "spend more time than we should" with model aviation and other hobbies. Now a social worker, Jefferson County Department of Public Welfare, Golden, Colorado, he previously had been a production test engineer of airplane engines, meteorological aide and tax assessor.

edly exists. The severity of the problem is ordinarily proportional to the size of the city and the density of the model population. In many cities, this type of model activity has become so prevalent that some sort of restrictive or regulatory provision is required.

It can no longer be argued that the relative unimportance of model airplanes warrants only make-shift provision in a municipal recreation program. To give a typical example, it is conservatively estimated by Denver's department of recreation that there are some 800 active control-line modelers within the city. This number compares favorably—as probably is the case in many other cities—with the number of active participants in long-established recreation pursuits. Further, the sport of model flying is not, as commonly believed, confined to junior citizens; a considerable proportion of modelers are found in the older age groups, so it cannot be dismissed as being analogous, say, to kite flying, and unworthy of serious consideration in recreation programs. The effect of the last world war in promoting interest in aviation, the general increase of consumer purchasing power, and the recent advances made in model aeronautics are the basic reasons for the phenomenal increase in the popularity of model flying. Recreation administrators have not kept abreast of this development. Indeed, it is rare to find model aviation considered in municipal recreation programs except as a crafts hobby for youth, with provision, perhaps, for one annual model meet. It is incongruous that, while the recreational value of model airplane building is accepted completely, the recreational value of model flying is, for the most part, not seriously considered. The failure of recreation departments to plan for the sport of model flying of all types is rather difficult to explain. The sudden concern with the control-line model is understandable, since the present critical problem has forced action. But when a field of recreation, sufficiently popular to support three national magazines devoted exclusively to it, and with an enthusiastic following among various age groups, continues to be largely neglected, an ideal opportunity for community recreation planning is overlooked.

So far, the basic failure in municipal recreation model programs is the complete lack of over-all planning. As long as model flying is viewed only as a "problem," city administrations will continue to waste time and energy in searching for a "solution" instead of directing and encouraging the various phases of model activity. A fact not properly appreciated is that control-line flying, with

the attendant nuisances of noise and potential danger, is not representative of model aviation. It happens to be currently popular, but it is doubtful if it will long maintain the dominant position in model flying that it now occupies. The history of model aviation indicates that no one model type long enjoys unrivaled mass popularity.

The sport of model flying and the possibility of fitting this activity, in all of its phases, into recreation programs are subjects particularly appropriate at this time. For, if the current trend of outlawing model airplane flying continues, recreation agencies may find that the objectionable features of one model airplane type will result in local ordinances drastically affecting the promotion of *any* type of model flying. If model flying is to have a place in recreation planning, consideration must be given both to the current problem and to the requirements and potential problems of other types of flying models. The following information might well provide a basis for local programs designed to include the entire field of model flying.

Present flying models can be divided into three types: those powered by miniature gasoline engines, by strands of rubber, or by carbon dioxide engines. The last ten years have seen a rapid increase in the popularity of gasoline-engined models, and the last three years, a great interest in control-line flying. The gas engine type is flown in one of three ways: (1) by control line; (2) by free flight (uncontrolled except for a timing device which limits the length of time the engine runs); (3) by radio control (the model's flight path is determined from the ground by signals from a miniature radio transmitter). Only the first of these three ways of flying gasoline-engined models is feasible within the limits of most cities. Free-flight gasoline and radio models require considerable space, preferably unobstructed, and any city sponsoring an easily accessible location for this type of flying could go a long way toward transferring popular enthusiasm from control-line flying within a city to free flight on the edge of or beyond the city. The difficulty of finding a suitable area for free flight without trespassing is one reason model builders turn to control-line flying. If control-line flying within a city is by necessity restricted to an inconvenient location, thus tempting modelers to fly their miniatures near churches and hospitals or in crowded parks, promotion of other kinds of model flying is certainly advisable.

The present situation necessitates municipal control of the indiscriminate flying of control-line models. In contrast to the simple solution of banning the sport, some cities are now providing

municipally-sponsored "model arenas"—areas set aside on the city's outskirts for the use of control-line modelers. This approach solves the problem of noise and, if adequate fencing is erected, it removes a potential hazard to onlookers. Unfortunately, however, a single model arena—even with space for several models to be flown simultaneously—is apt to be an inadequate solution. Modelers usually decide on the control-line type of flying for reasons of personal convenience—the sport requires a minimum of space. If the modeler must travel a good many miles to reach the city's model arena, his use of the nearest vacant lot or public park will probably continue. A number of smaller areas, provided in various parts of the city on a basis somewhat proportional to the distribution of the model population, is a far more realistic approach to the problem. Restricting the use of some of these areas to models equipped with mufflers would undoubtedly be required. This is, at present, a very practical request.

Rubber-powered models, in general, include two types—outdoor and indoor. Their nuisance factor is low (they are quiet), and it is difficult to visualize any safety problem in connection with their flight. Indoor models weigh a fraction of an ounce, fly at three to four miles an hour—sometimes for as long as fifteen minutes—but, unfortunately, require a large auditorium or field house. Although the least expensive, they demand the highest degree of craftsmanship; consequently, interest in this model type is confined chiefly to adults. The difficulty in obtaining indoor space in which to fly these models is the main reason for the present lack of popular interest. (About twenty years ago, they were extremely popular.) By making available, at certain times, municipal auditoriums, field houses or armories, a model program could easily revive interest in the indoor endurance model.

The outdoor rubber-powered model was predominant until a few years ago when free-flight gasoline models came into the foreground. These, in turn, gave way in popularity to the present control-line type. Models powered by twisted rubber strands will weigh from two to eight ounces, fly at speeds of eight to fifteen miles per hour, and are noiseless. There is little or no chance of injury or property damage from their flights, and any convenient space of 100 yards or more on a side (cleared areas in parks, municipal golf courses, vacant lots or stadiums) will accommodate them to a certain degree. When flown in competition for maximum endurance, a greater amount of space is naturally required. Incidentally, this type has

long been popular with all age groups. Any municipal model airplane program providing or improving space for outdoor rubber-powered flying could expect an increase of interest in this type.

Models powered by carbon dioxide cylinders are currently on the increase, but the factor of expense alone (ten cents for a single flight) makes it unlikely that they will attain any mass popularity. This type, although relatively quiet and comparable in size, weight and velocity to the usual rubber-powered model, features a rate of propeller revolution (about 3,500 per minute) that might be regarded as a hazard. If carbon dioxide powered models are to be flown in park areas or similar places, undoubtedly some restrictions will be required in the interests of safety.

There are perhaps two chief considerations that enter any proposed recreation program: the expense involved and the organization required. Neither of these is significant in model airplane programs. What is important is planning the use of space, indoor and out, already available, providing a certain amount of fencing for control-line model arenas, and publicizing—through the school system, the local press and radio and model suppliers—the municipal facilities available or especially provided for the various flying types. This would not constitute an expensive program—particularly in comparison with some of the older, usually seasonal, recreation programs. The community organization required would hardly be extensive and, with respect to the organization of individual modelers, informal spontaneous groups—originating from interest in some particular model type or growing from a neighborhood association—could form a natural basis for group participation.

A well-planned model program can reduce the somewhat exaggerated emphasis now placed on control-line flying by promoting interest in the other kinds of flying models.

Recently, Long Beach, California, questioned 34 California cities about their experiences with gas-propelled model airplanes, boats and autos. Asked if their recreation departments sponsor gas model airplanes, 6 cities said yes; 18, no. Thirteen cities reported noise complaints; 6 had no such difficulties. To the question: "If properly developed areas and facilities are provided, do you consider these as good activities for a public recreation department to: encourage—17 yes, 1 no; assist by helping independent clubs—19 yes, 1 no; sponsor or conduct—7 yes, 8 no.

One recreation worker gives others "a piece of his mind" . . .



Community Singing

Arthur Todd

THE ABOVE TITLE might be "The Lost Art of Community Singing"—or perhaps it is not gone completely, but merely sidetracked. We are so concerned about training the intellect these days that we neglect almost altogether the cultivation of the emotions and the development of attitudes. We are surrounded constantly by a barrage of words, spoken and written; and very little time is given to satisfying our innate hunger for the things of the senses and of the spirit—for beauty in line, color, sound and rhythm.

Take music. Most of the so-called music clubs that I know seldom listen to music and practically never make it. What do they do? They write papers and talk about it.

It doesn't seem, in any case, that our barrage of words and our emphasis upon the mind have brought us any glowing success in terms of social harmony, world peace or general well-being.

The cynical tone of these remarks is partly the result of a feeling of personal frustration. I am, perhaps, overly critical because I happened to get

into recreation work by way of music teaching and community music organization. Naively, I had expected that in the recreation field I would be able to do something to encourage and further the making of music. Instead, as a busy field representative for the National Recreation Association, I have found it necessary to spend most of my time on such matters as budgets, facilities, personnel, referendum campaigns and the like. Of course, this machinery is essential if music and other arts and activities are to flourish.

What constantly baffles me is that an activity as universally enjoyed and as simple to develop as music is so generally ignored. Actually, it is just as important in the recreation program as baseball or woodcraft or table tennis.

Community singing is adaptable to all kinds and sizes of groups and to all occasions. It cuts across the lines of age, race, economic groups and physical capacities. It is less expensive than most activities. It is good summer or winter, indoors or outdoors. It has the power to weld a group together, to turn a crowd into a community, into a "rhythmic human companionship" as Carlyle has said.

Time and again it has been proved that people

Art Todd is well-known in the recreation field for his outstanding work as north central district representative of the National Recreation Association.

like to make their own music, that they will take advantage of opportunities to sing together. Yet, it seems that recreation people generally overlook the possibilities or, if they do anything, it is more an afterthought—something to fill in while the waiters are removing the dishes. In time of war and at Christmas time, singing is revived. Actually, it is just as good and as important in time of peace and at Thanksgiving, Decoration Day and, for that matter, at all seasons of the year and every day.

The purpose of community singing is to get people to sing together and to sing with enjoyment—not halfheartedly and self-consciously, but freely, in a way that gives real self-expression and release. Therefore, whatever is done should be done to the end of helping people to have a good time while making music; or, in other words, the conditions, the environment and atmosphere provided should bring about a desire to sing and make the singing fun.

It is natural to think first about the song leader; he is important. I prefer, however, to go on to some other matters which most recreation leaders can do more about, and which are essential in community singing.

First, the accompanist. For all but big, outdoor sings, the piano is the best instrument. It is just as important that the piano be in tune and in good playing condition for a community sing as it is to have the ball diamond clean and smooth for baseball; but the thing that really matters, is the pianist—one who plays with good rhythm, and can play the songs in singable keys. I am inclined to think that the accompanist is more important than the leader. Any of you can lead the singing if you have a good accompanist. All you need to do is to announce the song and show the singers when to start.

You could render a service to your community by arranging for accompanists' clinics or training courses. Get the best community singing accompanist in the town or locality to take charge. Get all the piano players you can to attend. While speaking of training, let me suggest, too, a song leaders' workshop or training school. Put your best leader in charge. Invite all organizations and groups to send someone. It will go far toward extending and improving the informal singing in your community.

Arrangements for a Sing

Piano in front.

Words, slides or song sheets.

Crowd, compact and comfortable.



Group singing, out-of-doors, is emphasized by the recreation department in Greensboro, North Carolina.

If outdoors, controls and policing are necessary. An introduction of the leader.

Sufficient time for singing.

Leader and accompanist should get together in advance to decide upon keys, tempos, introductions and other arrangements.

There is a great wealth of good, singable songs. Why repeat a few old stand-bys over and over? New songs can be introduced gradually and added to the repertoire. The feeling of accomplishment and growth is as essential to give satisfaction in community singing as in sports or crafts.

What Sandberg calls "darn fool songs" have their place, but "Old McDonald" and "John Brown's Body" can be overdone. There are Negro spirituals, songs of romance, songs of occupations, regional songs, songs from other lands which reveal more than anything else the spirit and character of the people, old songs and new songs.

Let us sing together more. As recreation people, let us provide opportunities for people to sing together. In singing, we feel a keen enthusiasm for expression itself, generous and self-forgetful, not self-centered and acquisitive. Surely this singing must strengthen whatever tendency the individual may have to prize human and social values above selfish ones.

The Music Educator and the Community

Various people have asked me about the duties of the music educator in school-community rela-

tions. I see his place in the community shaping up as follows:

- As an advisor on community music to help on planning committees for community sings, festivals, music week, the organization of community music groups—some of which may be sponsored by the recreation department; guidance in the music work of the recreation department so that it may be correlated with the school music program, so that similar values may be emphasized.

In some cases, the initiative for this collaboration may have to come from the music educator. He may have to seek out and cultivate the recreation director because, unfortunately, not all recreation leaders have the proper appreciation of music in a program. More often, the recreation director hesitates to go to the music education department because he is not too comfortable in this field; he doesn't know how to start. A community-minded music educator will find ways of using the machinery that has been created in a recreation department to further his objectives in music.

- As a participant or leader in community music programs. Music teachers are very busy, but some are able to direct community groups, choruses, orchestras, bands, and so on. In fact, some school boards, recognizing the importance of this work, reduce the teacher's schedule at school in order that he may give more of this kind of leadership.

- As an interpreter of the values of community music to *students*—preparing them for participation after they leave school. This takes more than just the ability to play or sing, of course. Some participation in groups outside of school will help. Emphasis upon music as a hobby, or the recreational value of music through life, is necessary. Definite activities in school music that will have carry-over value are important.

- As an interpreter of the values of community music to *the public*—through talking to groups, pointing up good music programs in their town or other towns, encouraging music clubs to make and listen to music rather than just talk about it, using music where people are gathered together. A particular need in most towns is for the training of song leaders and accompanists. Recreation and music people can work out plans together.

Frequent exchanges of ideas between music educators and recreation leaders will be mutually beneficial. For example, the music teacher should know some of the objectives of recreation, so that he can apply them to his work in the community

and even in school. The recreation program is for all, particularly the "dubs". The varsity idea too often dominates school music. The recreation program is geared to the varying levels of interest, skill, and capacity. Its purpose is fun, release and self-expression as well as skill. Family activities, things that can be done indoors and outdoors the year-round, that are adaptable to all kinds of conditions and situations, are important in the recreation program. This is not discounting the place of big events, especially community-wide programs and projects.

People are making or listening to music every day, whether or not they have come under the tutelage of the music educator. If the music educator wants to influence tastes and habits of the people in their music, he will find ways of meeting them where they are and starting from there.

If he has rather broad interests himself—has hobbies, likes sports, takes an active interest in general community affairs, is not thought of too much as a specialist, particularly as an ivory tower specialist—his influence will be stronger with his students and townspeople.

Washington's First Hobby Show for Elderly People

November of this year will be a big and satisfying time for the oldster craftsmen and craftswomen of Washington, D. C. Sometime during the month, the First Annual Hobby Show for Older Persons, patterned after the oldster hobby exhibits held in New York, Cleveland, Philadelphia and other cities, will make its debut in Washington. The department of recreation of that city, in cooperation with the United Community Services, has appointed a planning committee composed of interested community leaders to work out the details, including the date and place, for this long-needed event.

Any person sixty years of age or over who has developed any sort of skill or interest through the years is invited to participate in this hobby show and to share his work with others. Because Washington has such a large quota of persons retired from work and family responsibility, the recreation department feels that the show can emphasize to them the creative potentialities of this period of their lives.

Other agencies and organizations assisting in this project are: the D. C. Federation of Clubs, Federal Security Agency, Federation of Churches, D. C. Public Library, Board of Public Welfare, Interdepartmental Conference on Counseling.

Working Board Members

IN ANY CITY, town, township, borough, village or other municipality of the State, the Mayor, Chairman, President or other chief executive officer of such municipality may, in his discretion, appoint not less than three nor more than five fit and suitable persons, citizens and residents of such municipality, as Commissioners of Recreation." (New Jersey Laws of 1912, Chapter 267)

In carrying out the above law, the Board of Recreation Commissioners in the city of Plainfield has gone a step beyond it and has set up a local version wherein the board and recreation staff work together as a team. The board members are appointed by the mayor and confirmed by the council for a term of five years. Promptly upon taking office, each member is given a notebook with his name and address on it. This is large enough to hold letter-sized paper. The book remains in the possession of each commissioner and sees much service before his term expires. Members are required to bring notebooks to all meetings, and to keep them close at hand for ready reference. Each contains plans for the future, and is indexed to include the following classifications of material:

Administration—This section includes a sight map of the city showing all facilities, both public and private, used by the department in its program; a copy of the "State Enabling Act, Laws of New Jersey"; a functional chart showing the board staff and the tie-in for the community-wide services; the "Recreation Manual" prepared by the superintendent, describing the normal functions of recreation, its personnel, with a copy of the bylaws under which the board operates.

Planning—This contains plans worked up and

Author is superintendent of recreation, Plainfield.

ready for submission to the common council, together with portions of a tax title map showing exact locations, assessment of property, owners' names and addresses and, if possible, the purchase price and estimated cost of the total project. Plans for any renovations to facilities fall under this index.

Playgrounds—Under this classification, everything pertaining to playground operation is catalogued—such as number of playgrounds, hours of operation, subject matter for institutes, rules and regulations governing playgrounds and personnel, plus the entire program on a daily and seasonal basis.

Activities—As constituted, the program of activities, as carried on successfully, is retained and, as time and personnel permit, new ones are added at the recommendation of the staff at a regular meeting. The program in progress is set up on a weekly schedule and mimeographed. Each member is given a copy. This is done twice yearly for fall and winter, and spring and summer.

Minutes—All minutes of regular and special meetings are mimeographed the day following meetings. Each member is mailed individual copies to be placed in his notebook. Also, two members of the common council, assigned as liaison to the commission, each receive a copy. Copies of the superintendent's monthly report of activities conducted is also sent to the mayor and to all the members of the common council. This report is a true account of activities in progress or completed, telling the story of the city-wide program and highlights of the past month's activities. No attempts are made to cover any unsuccessful activities so that a true report will be presented to the board for its consideration.

Finance—The financial chapter of the notebook consists of the entire budget, both proposed and revised. A monthly account of items, under their proper classification, is rendered and falls under four headings: budget item appropriations, monthly expenditures, accumulative and balance. This method affords members a sight-glance at each appropriation. Budget items consist of regular salaries, irregular salaries (playground and center workers, and so on), office expenses, motor equipment, playgrounds, playground equipment, field operations and miscellaneous expenses. Subtotals follow with salaries and other expenses.

The second page of the monthly financial report indicates all vouchers itemized and placed under their proper budget classification numbers. The Trust and Dedicated Funds make up the third page of the financial report. Dedicated funds are all moneys collected by the commission through any activity sponsored by it. All disbursements of dedicated funds are made by the city treasurer on sworn bills approved by the commission. These funds are deposited with the city treasurer.

Trust funds are moneys paid into the recreation commission by an organized group of individuals to carry on a particular activity. All disbursements of trust funds are made by the treasurer of the commission on detailed vouchers in accordance with established rules, or by written authority of the group sponsoring the activity. Thus, entry fees for baseball, basketball, softball, golf leagues and art festival moneys would be placed under trust funds, while teen-age centers, movies, square dances, receipts from basketball games or other athletic activities—where a charge is made—would be placed under dedicated funds.

Personnel—Consists of a detailed salary report recommended by the commission to the common council after surveys are made of other communities, application blanks, and the determining of salaries and wages for those employed, other than the year-round staff.

General—Material under this heading includes reports, rumors heard about the city regarding recreation in general, visits made to other cities, personal notes on material for speeches, newspaper or magazine article clippings, gripes of citizens, reports of visits to local facilities, and other matters concerning recreation that would be of interest to the board and staff.

The Plainfield board and staff act as a team. New projects are worked out by the superintendent and staff—the staff working on details, and the

board evaluating and submitting them to the common council. Any situation arising between meetings is discussed by the superintendent and president. If immediate action is necessary, either a special meeting is called or the subject is submitted to the proper committee chairman.

Committees—There are three committees—planning, personnel and activities. All other matters are acted upon as a whole by all members. We find that this policy keeps the members informed of all phases of recreation from the state level to the local rules and regulations of our various leagues. It gives them a better understanding of the problems and makes for an alert member. We find that the notebooks aid our members greatly and create a greater interest not only for old activities, but also for new ones suggested. By the adoption of bylaws and the appointing of the three committees, the board is well-aware of its responsibilities. The bylaws call for a change of officers each year.

Interest does not flag at our meetings. We have proof positive that board members will listen to and discuss various phases of the program into the late hours of the night. We are convinced that *an informed member is a good member.*

Wear the Red Feather!

October is traditionally RED FEATHER month. Again, this year, more than 15,000 vital community agencies serving young and old will put their faith in the cooperative way—*your way*—of raising funds for local health, welfare and recreation services. As usual, each community will set its own Red Feather goal, budget its own funds and decide on a program of action.

One suggestion for your 1950 local Red Feather campaign—from Community Chests and Councils of America—is that of tying-in with local sports events for *publicity purposes.*

Form a committee composed of your newspaper sports editors, radio sportscasters, school officials and others likely to participate. This committee should take advantage of the regularly-scheduled sports events in the community prior to, and during, the campaign; in addition it should be responsible for the planning and promoting of special sports events wherein the Chest and Red Feather services can be publicized. Check off late summer and fall sports events to see where this tie-in can be made.

Bicycling and Hosteling

as a Program Activity



Few people have realized the full potentialities of bicycling and hosteling as a program activity. Many approach biking solely from the viewpoint of physical exercise, a health activity, good for the body. This, undoubtedly, is true, but we have long since moved beyond this point in our utilization of activities. The activity is no longer an end in itself, but a contributing factor to the development of each individual taking part. It must contribute to his physical, mental and emotional growth. The mere acquisition of a skill becomes incidental to the possibilities of social relationships, adjustments, maturing and broadening that are part and parcel of program activities conducted under trained and understanding leadership.

What does a bicycling and hosteling program offer? Let me cite two examples. Prior to World War II, working with a small group of teen-age boys at Christadora House, a settlement on the lower east side of New York, we interested the group in hosteling. This club invited another small group of boys from the house to take part, bringing the total membership to fifteen. Together, they went on several experimental week-end trips during the spring and summer. As the leader of

this group, I was able to watch the members change from a grumbling, work-evading, lazy, and anti-hostel-rules group of boys into a cooperative club, imbued with an enthusiasm for this new and economical activity that had opened for them hitherto nonexistent horizons.

Within a few months, they had expanded to include over 110 boys and girls, ranging in age from thirteen to twenty-five. During the following year-and-a-half, this hosteling group made over thirty-six week-end trips, numerous one-week jaunts on their own, and had participated in five work projects varying in length from three days to three weeks. They earned an enviable reputation at hostels—particularly at the Rocky Point hostel on Long Island, where one of their work projects, a stone fireplace, received considerable publicity in a local paper.

The boys brought back a great deal to enrich the lives of others at the settlement house. Encountering square and folk dancing for the first time at a hostel, they sat about learning more of it and soon had a weekly folk dance group, open to all, operating at the settlement. They published a monthly hostel news, held weekly planning meetings—where they learned much about leadership and democracy—and conducted a bimonthly camp-fire program for younger members in the Scout room of the house.

The important point to note here is not just the actual broadening of the group's participation in entirely new activities; what must be given

Mr. Harris' resignation as director of Five Towns Youth Recreation Commission is effective on September 30, 1950. He assumes the position of executive director of the Metropolitan New York Council of American Youth Hostels on the first of October.

The group participated in entirely new activities, developing a sense of self-confidence, security, achievement.



equal stress is the individual growth of many of the club members. They developed a sense of confidence, security, achievement, and an increased ability to form social relationships not only with their contemporaries, but also with adults. Through constant contacts on trips with new groups and different people, their poise and maturity were enhanced; they developed an understanding and appreciation of similarities and differences. Lastly, their social consciousness was aroused to the extent of creating a burning desire in many to make this opportunity available to all young people on the East Side.

The new activities to which they were introduced included hiking, biking, swimming, camping, cooking, construction, singing, folk and square dancing, journalism, menu planning, budgeting and group leadership.

In my second example, starting with the same premise—namely, that a biking and hosteling program offers abundant opportunity for individual and group development if the individuals in a group are ready for and are interested in trying such a program—it was somewhat of a surprise to discover the completely new and different direction which this group took. One year ago, we formed a biking group in the Five Towns, Long Island. This group was interested in one-day bike trips. Since one of the purposes of the Five Towns Youth Recreation Commission is to sponsor community-wide activities, bringing together young people of all backgrounds, it was hoped that the biking group would interest a mixed group racially, religiously and economically. In the spring of 1949, about sixteen young people, twelve to sixteen years of age, took part in these one-day

trips planned for Saturdays and school holidays. Most of these trips averaged thirty miles. The group grew slowly, making trips in the summer and fall until cold weather called a halt. At about this time, the recreation commission received a donation of a bicycle trailer, making it possible to transport the group and the bicycles farther out on the island, avoiding much of the suburban traffic usually encountered. By winter, there were twenty very active members with a total of thirty-six participating.

Then things began to happen. When it was suggested that the group disband temporarily for the winter, members took the reins in their own hands and constituted themselves as the Five Towns Biking Club, elected officers, and planned a program of skating parties. In addition, members spent a number of afternoons repairing and putting into shape old bicycles contributed by residents of the community; so that by spring, there were four bikes available for loan to children who didn't have one of their own. It is important to note that this group, contrary to the group in the first illustration, did not know each other prior to coming together. Group feeling and ties of friendship developed through this common interest and crossed lines of religious, racial and economic differences.

Another important development came about through our concern for the carelessness of motorists. It became obvious, on the many trips, that motorists were largely ignorant of the rights of the biker. They learned, too, that most children consistently violate the rules of sound bicycling. The group itself had developed a terrific sense of pride in obeying traffic regulations, in riding single

file, not stunting, and so forth. Out of this concern, and in cooperation with aroused PTA's in the communities' two school districts, as well as the systems themselves, a bicycle safety campaign was planned.

Utilizing material furnished by the Bicycle Institute of America and the AAA, the following program was launched last spring:

1. **PUBLICITY**—a full scale publicity campaign, including proclamation of Bicycle Safety Week by village mayors, a radio sketch delivered over the local station with biking club members taking roles, poster displays in schools and local shops, and a number of articles in local newspapers.

2. **SPEAKERS BUREAU**—the formation of a speakers bureau composed of the young members of the club who spoke to adult organizations, such as the PTA's, Kiwanis, and so on, about "The Responsibility of the Motorist" as they saw it.

3. **BICYCLE INSTRUCTION PROGRAM**—an instruction program for elementary school children making use of written as well as active biking tests. The tests put the children through their paces on specially marked-out areas, and included a preliminary inspection of the bicycle before a child could qualify to take the biking tests. In the conduct of these tests, the recreation commission had the assistance of field work students from nearby colleges, and many high school age members of the biking club aided as assistant instructors. The children who passed the tests were awarded membership cards in the Bicycle Safety League of America

and colorful decals attesting to this fact. These were furnished by the Bicycle Institute of America. In addition, the three highest scorers in each of the school districts received a special award, donated by local merchants.

Over 200 children enrolled in this instruction program, and eighty passed all three phases of the test. In addition to making the children more conscious of bicycle safety and providing them with a motivation for observing bicycle rules, a large number became interested in the day trip programs of our commission, so that plans are under way to form a junior group of nine-to-twelve-year-olds.

Although this second group developed along different lines from the first, in both, members have engaged in a healthy outdoor activity, formed new social relationships and friendships, broadened their outlook through new experiences, have been given an opportunity to assume responsibilities and leadership, and have functioned in a setting in which all members could find security and a sense of achievement.

As a final note for a leader planning such a program, I would emphasize the importance of being flexible, ready to accept suggestions, of allowing group need and interest to determine the direction of the program rather than entering it with preconceived and fixed notions. Particularly, the leader should be prepared to help the group accept individual and group responsibility to the limit of the members' interests and capabilities.

Bicycle Institute of America

THE PROBLEM of assuring greater maximum safety for the nation's more than eighteen million bicycle riders is one of the main challenges being met by the Bicycle Institute of America. Leading a sustained national safety drive for many years, this organization distributes millions of booklets and posters with safety rules for bicyclists, and other literature that can be used for disseminating safety information to the public in a manner that will obtain real results. All of its material is carefully prepared—with emphasis on appearance and readability as well as on rules and regulations, facts and suggestions. The Institute's publications cover a wide variety of bicycling problems, such as: "Bicycle Ordinance, Registration and Licensing"; "Be Sure Your Bike is Ready to Go"; "Bike Safety Aids"; "The A-B-C of Safe Bicycle Riding"; "Bicycle Safety Tests"; "Bicycling Facilities

(for different locations)"; and "Hints on Safety for Young Riders."

In addition, its special "Bicycle Safety Kit" is crammed full of ideas for press releases, radio scripts, safety stories, newspaper mats, speeches and other helpful material.

Not long ago, the Bicycle Institute of America engaged a group of expert cyclists to assist the producers of "Bicycling Safely Today" in creating a film that would help those individuals and groups concerned with increasing safe riding practices in their communities. This film is ready for immediate distribution. Two other films—"On Two Wheels," and "Bicycling with Complete Safety"—produced many years ago, are also available.

For further information, write to the Bicycle Institute of America, 122 East Forty-second Street, New York 17, New York.

In-Service Training for Park Employees

Good suggestions which are equally applicable to in-service training for recreation workers.

IN-SERVICE TRAINING SCHOOLS have been in operation in many of the large park organizations for years. The National Park Service and the United States Forest Service have conducted schools for the personnel of their various divisions or departments for some time. The Chicago Park District has interesting, invaluable schools for landscape gardeners, horticulturists, recreation personnel, police and others. The Milwaukee County Park System has inaugurated in-service schools for its employees, planned and conducted by the employees, which have paid in efficiency and effectiveness of operation. Our Midwest Institute of Park Executives has, for many years, conducted a winter school open to all park employees in the Chicago region. In-service training schools long have been a part of the winter program of the Forest Preserve District of Cook County, and have been most effective. Some are devoted to policies and methods for employees; some are specialized sessions attended by rangers, foresters or caretakers—and all have convinced us that they fill a

Mr. Romilly is superintendent of maintenance for the Forest Preserve District, River Forest, Illinois.

vital need in our operations. Aside from the professional or specialized instruction given, there is a welding of the personnel, an uncovering of unsuspected talents and weaknesses, a solving of perplexing problems, and a notable gain in efficiency and esprit de corps.

I. IN-SERVICE TRAINING FOR ALL EMPLOYEES

In-service training for all employees is necessary in order to achieve an effective relationship between administration and the employee, between employee and the public he serves, and among employees themselves. Mere rules and regulations governing contacts and operations are not enough. Employees function best when they are made to feel that they are an active part of any program or project, when they understand the basic reasons for and objectives of such program or projects, and when they have a sense of positive direction.

In-service training programs for employees in the lower brackets—those who must meet and handle the public—may simply cover fundamentals and be devoted more to techniques. Such training may be accomplished by supervisors during the normal course of operations; but supervisors often fail to realize their obligation—either through neglect or because of their own lack of training—to undertake specific training of the men under them. Therefore, it becomes necessary to organize and carry out a formal program for both supervisor and employee. Supervisors and those they supervise should not, as a rule, be required to sit in the same class.

A paper originally presented at an annual Great Lakes Park Training Institute.

II. A WIDE VARIETY OF SUBJECTS

1. *Administrative and Personnel Setup*

Each employee should have a knowledge of the relationship of his job to the other members of his department and to his fellow employees in the entire organization. He should know the internal relationship between all departments and divisions and how, through mutual aid and assistance, working together, they can achieve effective and efficient organization.

2. *Policies, Regulations and Ordinances*

Every employee should have a basic knowledge of these things; be imbued with the feeling that he is not just working for some supervisor, but has an active part in the life and growth of the park system.

3. *Historical, Geographical and Geological Knowledge of the District*

Such knowledge often stimulates in the employee a deeper interest in his job, as well as helping him to be well-informed in his contacts with the visiting public.

4. *Public Relations*

These two words cover a tremendously large field in park and municipal work, and are subject to many and varied definitions. Public relations in public service consists of the contacts, attitudes, impressions and opinions that establish the relationship between the department or district, its employees and the public. It is at once a most important phase of administration and usually the most neglected.

Every servant of the public, whose duties require him to deal personally with people, is engaged in public relations work. It is the impression which these public employees leave that raises or lowers the esteem in which the park district is held in the minds of its visitors. Good public relations is the one activity which costs nothing and yet pays the biggest dividends in good will.

Training sessions in public relations should give detailed attention to the following:

a. *Important elements in contact with the public*—The interest shown by the employee, the quantity and quality of the information he dispenses, the courtesy he displays and the tone of voice and manner of speech he employs.

b. *Appearance*—This should receive considerable attention and include not only personal cleanliness, grooming, deportment, bearing and general habits, but also the condition of the grounds, buildings or facilities under the employee's direct care, or his operation, use and care of equipment to which he has been assigned.

c. *Complaints*—By all means, there should be a session on complaint procedure, which should include methods of receiving, answering and handling, as well as an analysis

of the cause of, complaints and ways and means of reducing them.

d. *Use of telephone*—Sooner or later, all employees have direct public contact by telephone. Such contacts should be pleasant, friendly, cordial, cheerful and helpful. An alert, interested and pleasant voice conveys a good impression and builds good will.

e. *Human relations*—Another very important phase of public relations deals with relationship to minority groups. This problem has been given very careful consideration both by the Chicago Park District and the Forest Preserve District of Cook County. The Chicago Park District has not only developed a program of training for personnel, but has also prepared and printed a manual entitled "The Police and Minority Groups." The preface of this manual says, in part: "The problem of the relations between various racial and nationality groups is one of major urgency throughout the world. The problem is especially critical in democratic countries. In a democracy like our own, the public agencies must be constantly alert to their responsibility in maintaining equal services for all groups at all times. . . ."

These statements are equally true for the 37,500 acres that make up the Forest Preserve District, with its swimming pools, golf courses, trails, picnic areas, day camps and other facilities all administered and operated on a basis of absolute equality, with no distinction as to race, creed or color:

For the past three years, the Forest Preserve District has operated in-service training schools for its rangers, in which the subject of minority groups has received serious and practical consideration. Not only have our men received training from qualified police authorities and leaders of minority groups, they have also been instructed in how to anticipate and prevent misunderstandings or troubles that might arise from mixed groups.

5. *Morale*

The morale of an employee directly affects the quality of all public contacts and services. At least one training session should be devoted to a discussion of all the factors which contribute to bad morale. This meeting could be called a "gripe" session, with employees encouraged to speak frankly and freely. All matters pertaining to policy, regulations, wages, working hours and so forth, should be referred to administrative heads. The ordinary "gripes" pertaining to job operations, misunderstandings, likes and dislikes should be carefully and intelligently handled by the supervising instructor.

6. *Flora and Fauna of the Park District*

Every employee should have a broad basic knowledge of the plant life, wildlife, birds, fish, mammals, reptiles and insects which are a part of the district. Not only will such knowledge stimulate a deeper interest in his job, but it will enable him to answer intelligently the numerous questions of the visiting public. To them he is Mr. Park District.

7. *Care of Facilities, Tools and Equipment*

One or more sessions might well be devoted to the proper care and protection of all buildings, swimming pools and other structures, golf courses, ball diamonds, recreational and picnic areas. Maintenance is a number one problem for all of us. Many facilities need yearly maintenance and repair; others require special preparation for seasonal use; others need controlled operations and care during extensive public use; all require proper closing and housing at the end of a season. In order that all needs may be carefully and efficiently carried out, detailed plans, methods of procedure and operation should be outlined and discussed. A system of reports and records might be formulated to insure periodic inspection and attention.

A short session on the care and use of hand tools should be included in the training program; also, on the operation, care and maintenance of various park equipment. All employees who are required to operate equipment should possess sufficient understanding of its design, operation and limitations in order to be able to tell when it is being used or abused.

8. *Construction and Maintenance Policies*

The employee should be given a knowledge of the park district policy as to design, construction and maintenance. Untrained men are prone to create and build things without definite thought or plan and without due respect for location or established policy.

Under such sessions, the following topics are suggested for instruction:

- a. How to read a blueprint.
- b. Simple carpentry practices.
- c. Brick and stone masonry.
- d. Lumber, timbers, plywoods, and so on.
- e. Paints, selection and use—other wood preservatives.
- f. Roads and parking spaces, construction and materials.
- g. Good housekeeping and cleanup.

9. *Safety, Health and Accident Prevention*

Every district should have a well-developed training program in safety, health and accident prevention. This should encourage as many employees as possible to study first aid under qualified instructors. Proper training should be given in the prevention of the following types of accidents:

- a. Accidents which could be prevented by good housekeeping on the job, both in the field and shop.
- b. Accidents caused by failure to correct unsafe careless practices and procedures, generally accepted as hazardous.
- c. Accidents which result from a failure to correct mechanical or material defects or to see that equipment and tools are in shape for safe use.
- d. Accidents which could be prevented by the use of

safety appliances, such as goggles, masks, belts or lines, and so forth.

- e. Accidents caused by a lack of direct and constant supervision.
- f. Accidents which result from careless or reckless driving and disregard of traffic signs and regulations.

All employees should be instructed in the proper reporting of all accidents and the need for first aid even for a small cut or scratch. They should be instructed in the simple rules of health, such as eating the right food, getting enough sleep, care of colds, and so on. As employees grow older, they should be instructed to report the development of such physical conditions as a bad heart, hernia, high blood pressure, all of which affect an employee's health and his ability to perform heavy or strenuous work.

III. ALL EMPLOYEES SHOULD PARTICIPATE IN A COMPLETE PROGRAM

All employees should be brought into the training program, either as students or instructors. Whether classes are held departmentally or district-wide will depend upon the size and pattern of the organization. Classes that cut across departmental lines are economical, help encourage a community of interest, and de-emphasize interdepartment rivalries. Class sessions should be fairly brief, but frequent. Training should be conducted during working hours. When classes are held at other times, employees should be given compensatory time off.

IV. TRAINING OFFICER SHOULD BE DESIGNATED

A training officer should be designated and assigned the responsibility of organizing the program. In small park districts, a superintendent should do this as part of his regular duties. In larger units, the task may be delegated to an official directly responsible to the chief administrative officer. Instructors should be recruited from the local staff for all general training. For specialized subjects, it may be desirable to enlist outside help.

V. CHOICE OF TRAINING METHODS

1. Lectures are most practical for informational courses. Liberal use of movies, slides, charts, diagrams and other visual aids will increase the effectiveness of the presentation.

2. Conferences or discussion sessions may be carried on under the direction of a training leader. Participants should be encouraged to regard these as *their* meetings and to voice opinions, make suggestions. Conferences are particularly suited to matters in which a variance of opinion may exist,



A park employee instructing small fry in fundamentals of life-saving at Cumberland State Park, Tennessee.

and in which cooperation may be essential.

3. Supervised, on-the-job practice may be the most feasible method for small units. Training can be accomplished during the regular course of duties or in informal sessions during which the supervisor sets up typical problems and coaches the employee on the proper way to solve them.

4. Field trips often are advisable so that the employee may have direct contact with the subject matter of the course in its actual surroundings, or to give opportunity for definite practice. Such trips can acquaint an employee with operations in another part of a large park district which, otherwise, he may never see.

In general, lectures should be held down to a minimum in order not to make the session tiresome or boring. Conferences, supervised practice and field trips may prove the most valuable. All should include a certain amount of free discussion. Written materials should be used to supplement oral instruction. Lectures and discussions can be summarized and made available in manual form. These may also contain data and procedures on organization, history, activities, statistics of operation, and brief facts on classifications, pay rates, hours of work, vacations, and so forth.

VI. TRAINING FOR SUPERVISORS

In-service training for supervisors should follow more or less in detail the training for employees in the lower brackets, except that each subject should be more fully covered.

Not only must the supervisor be fully informed on all phases of organization, history, operations, personnel, procedure, public relations, maintenance,

and upkeep of all park facilities and equipment, he should also have an extensive training in, and an appreciation of, the following subjects:

1. Leadership

The man who has the knowledge of leading others can write his own ticket. We have to learn to handle people the hard way—through daily experience. A definition may be taken from the words of H. Gordon Selfridge, the famous London merchant, who gave his staff the following list contrasting bosses and leaders:

The Boss

Drives his men.
Counts on authority.
Keeps them guessing, fearful.
Talks about "I".
Says "Get here on time."
Finds blame for breakdown.
Knows how it is done.
Makes work a drudgery.
Says "Go!"

The Leader

Coaches his men.
Gets their good will.
Arouses their enthusiasm.
Makes it "We".
Gets there ahead of time.
Fixes the breakdown.
Shows how it is done.
Makes work a game.
Says "Let's go!"

2. *How to Live with and Get Along with People*

A friendly person usually gets along with people. He conceals his likes and dislikes. He is all business—but he makes friendliness a big part of it.

Supervisors should learn never to show by word or deed their like or dislike of any employee. All should be treated fairly and honestly.

To be fair to the other fellow, a good supervisor should learn to analyze himself and, in doing so, he will become acquainted with a man (himself) whom he thought he knew, but didn't know at all. In discovering his own weaknesses, the supervisor begins to see and learn the weaknesses of others. He begins to learn how to get along with people.

3. *How to Plan and Organize the Day's Work*

No one would think of starting on a trip without first deciding where to go, when to start, by what route to travel, where to stop enroute, and when to expect arrival at the final destination. One would not go on a fishing trip without first checking the tackle box for all needed lures, rods and reels for proper condition and making quite sure that all supplies and equipment were available.

This is exactly the same procedure a supervisor should apply to the daily plans which guide and control his actions. The methods of guidance and control should be flexible, of course, but they should be close enough to provide not only for day-to-day routine of work, but also for those emergencies which arise from time-to-time.

Just what is proper planning? Let us sum it up as follows:

- a. The supervisor schedules his time.
- b. He makes sure that each employee has a definite job to perform.
- c. He makes sure that all tools and equipment are in good condition and ready for use.
- d. He checks to be sure an adequate supply of all needed materials are available.
- e. He provides for emergencies by knowing whom and what to shift in a hurry.
- f. He trains all employees in such a way that they can quickly take the place of other employees.
- g. He does his own thinking and planning—does not wait for others to do them for him.

4. *An Appreciation of the Problems of the "Chief"*

A good supervisor should learn to realize the problems of the general superintendent or operating head, and should be ever watchful of any acts, conversations or deeds—disregard for regulations, ordinances or rules—that might be harmful to the executive's or park district's interests.

In cooperating with his operating head, the supervisor should keep him informed at all times of matters pertaining to work under his direction. His reports, either direct or through a departmental head, should be brief, but clear and accurate. They should be on time. They should be transmitted always through proper channels. At times, the supervisor should make it his duty to go outside the line of routine reports to inform his superior of other things of importance which he should know.

5. *Knowledge and Ability to Utilize All Funds, Equipment and Manpower Efficiently*

Although parks are operated for service and not for profit, nevertheless, they are business enterprises and should be operated along good business lines and practices. A good park supervisor must learn to utilize available funds, equip-

ment, materials and manpower efficiently and to the fullest advantage. He must know how to obtain full service value for every dollar he has to spend.

Unfortunately, so many times park funds are sharply limited; budgets are cut; necessary materials and manpower are not available; carefully prepared plans must be forgotten or severely changed; hopes and aspirations must go into discard—but maximum service must be maintained. These are the times and conditions which test the ingenuity, heart and training of every good park supervisor, and force him to utilize what he has, to the best of his ability, in public service.

6. *Keeping Abreast of the Times*

A good supervisor must be constantly acquiring knowledge of current changes in design, new methods of construction and maintenance, new equipment and materials. He should subscribe to several technical and trade magazines and should religiously and carefully read them. He should develop, and keep up-to-date, files on paints, plastics, wood preservatives, equipment, and so forth.

VII. ADDITIONAL MEDIUM OF TRAINING

An additional medium of training for all park men in the higher brackets may be found in attendance at the yearly schools and conventions on various phases of park and recreation work, which are held locally and nationally.

These sessions develop a comradeship of thought and effort, bring about a closer personal relationship, render valuable assistance in the solving of problems, afford discussion periods for the exchange of thoughts and opinion, develop a deeper interest in, and appreciation of, park work and, quite frequently, make you realize that the grass still may be greener in your own backyard.

Years of work with the Forest Preserve District have made me realize that a good employee must love his job. He must be honest with himself and with the district for which he works. He must believe in God, love nature, know and appreciate people—for it is only through this trinity that he truly becomes a PARK man.

CHANGE OF ADDRESS: Send your new address at least 30 days before the date of the issue with which it is to take effect. Address: RECREATION Magazine, Circulation Department, 315 Fourth Avenue, New York 10, New York. Send old address with the new, enclosing if possible your address label. The post office will not forward copies unless you provide extra postage. Duplicate copies cannot be sent.

An Organized Halloween Celebration

YOUNGSTERS didn't have to go begging for fun on Halloween night in Milwaukee last year—because this was the first time that Halloween parties were publicly sponsored. The City Council appropriated \$10,000 and the County Board of Supervisors appropriated \$10,000. The total amount was placed in the hands of the Milwaukee Fourth of July Commission, appointed by the mayor. This was a wise choice, as this commission has had years of experience in conducting city and county-wide programs on the Fourth of July. In this instance, the commission promptly requested the cooperation of the Department of Municipal Recreation in conducting Halloween programs in social centers, and plans were under way.

The entire city-county program entailed a great deal of organization. Other groups participating were the American Legion, Veterans of Foreign Wars, Junior Chamber of Commerce, Parent-Teacher Associations, Common Council, County Board of Supervisors, Fourth of July Park Association, and the recreation departments of Whitefish Bay, West Allis, South Milwaukee, Cudahy, Wauwatosa and West Milwaukee.

In addition to the forty social center and playground parties sponsored by the Department of Municipal Recreation, there were sixty-six other parties at district schools, town halls, suburban playgrounds, athletic fields, suburban high schools and parochial schools—all sponsored by the commission. One hundred thousand favors, 100,000 boxes of crackerjacks, 100,000 candy bars, 4,500 costume award prizes, 800 cases of soft drink, movies, publicity flyers, personnel, decorations, dance music and tickets were supplied.

The programs conducted by the Department of Municipal Recreation were set up according to three types to handle grade school children and high school boys and girls in three classifications

of social centers—part-time, full-time and high school centers.

At part-time social centers, where no full-time recreation worker was available, the program was standardized throughout the city. At these parties, which were held for boys and girls of grade school age, personnel—as lined up by the Department of Municipal Recreation—included the following:

(1) Principal of school to serve as director; if not available, social center director of that building to serve.

(2) Teachers of the day school or regular social center workers if possible.

(3) Paid personnel to be provided by the recreation department if teachers or regular social center workers are not available.

A shipment of Halloween soap arrives at an orphanage in Freising, Germany—a gift from Milwaukee children.



From a report of the Milwaukee Department of Municipal Recreation.

Paid Personnel

- (a) Director\$6.00
- (b) Doorman\$3.00
- (c) Movie Operator\$3.00
- (d) Song Leader\$3.00
- (e) Accompanist\$3.00
- (f) Engineer-Janitor\$6.00

The director filed a special report with the recreation department office, listing the names and addresses of all paid personnel and the amount each was to be paid according to the schedule and also the total attendance at the Halloween party. Paid personnel for the Halloween program were *not* to be placed on the social center payroll.

(4) Volunteer help to be secured by the director, if possible, from the PTA, American Legion Posts or Fourth of July Commission.

- (a) Hall Guards 6
- (b) Judges 4
- (To judge, distribute prizes, favors and refreshments)

The director of program and personnel was responsible for the assignment of duties to personnel, and for general organization and supervision of the program. The movie operator, song leader and accompanist aided the director in conducting and supervising the program during the evening. All personnel were requested to report to the director at 6:30 p. m. for instructions.

These parties were held in an assembly room or gymnasium, at eighteen different locations. Publicity flyers were distributed in every school. Admission to the program was free, but by ticket only, according to the seating capacity of the facility. Tickets were delivered to each school by the Fourth of July Commission. Parents were notified that they might call for their children at nine p. m. In many cases, volunteer personnel were stationed on street corners adjacent to schools at the close of the program to see that the children moved along to their homes as quickly as possible. The recreation department asked the police department for assistance at each location. It was also suggested that neighbors in the vicinities of the schools light their porch lights at that time.

The parties opened with favors, consisting of paper hats distributed at the door; activities began with a parade of the children and the awarding of prizes for costumes. This was, in most instances, followed by movies, singing, stage shows and refreshments.

The full-time social centers, staffed by full-time recreation personnel, were given a wide latitude in their programs. Each varied according to the type of community and its facilities. Some centers

had room activity programs—the children being divided into groups of forty to fifty, and progressively moving from room to room for a variety of activities, such as fortune-telling, ghosts, magic, storytelling, games, singing, movies, square dancing and costume contests. Some centers had progressive game parties and dancing.

The high school parties, conducted at eight high school gymnasiums, presented a dance program for teen-agers which included costume contests, floor shows and novelty dances. In many cases, a bar of soap served as ticket of admission to this entertainment so that enough of the product could be collected for Europe's needy. The idea was well-accepted, too, for party-goers donated some 1,000 cakes for shipment overseas.

Personnel instructions for the high school parties were, as follows:

(1) Use regular Saturday evening social dance personnel and orchestra.

(2) Fourth of July Commission to provide volunteer help from American Legion Posts.

(3) Paid Personnel

- (a) Director\$ 7.00
- (b) Doorman\$ 3.00
- (c) Four Chaperones\$12.00
- (d) Four Wardrobe Helpers.\$ 8.00
- (e) Engineer-Janitor\$ 7.50
- (f) Orchestra\$42.50
- (g) Miscellaneous Help\$ 6.00

(4) Volunteer Personnel

- (a) Hall Guards 8

The director of the regular Saturday evening social center dance notified all personnel and the orchestra regarding service for this evening and asked them to report to him at 7:30 p. m. for instructions. He also filed a special report with the recreation department office, listing the names and addresses of all paid personnel, the amount each was paid according to the above schedule and the total attendance at the Halloween party. Paid personnel for the Halloween party were *not* placed on the social center payroll.

Favors were distributed, and two tickets for refreshments were issued to each person entering the dance, which was scheduled for the hours eight to eleven p. m.

The success of the Halloween program was summed up in this letter from the chief of police:

"We have just completed compilation of our Halloween 'mischief' activities requiring police attention and find that the Halloween just passed was the most quiet, orderly, law abiding and yet enjoyable Halloween celebration ever experienced, to our knowledge, in the city of Milwaukee."



The author touching up two of his masks. Brilliant colors are applied with oil paints. Note sawfish teeth.

Ernest B. Ehrke

Mask-Making is EXCITING



If your crafts classes are ready for something different and exciting—if your clay modeling class is searching for action and adventure—if your art class is groping for inspiration—then, Mr. or Mrs. Recreation Director, your patrons are ready for a new thrill in creative recreation. Let them make masks of papier-mache!

This challenging activity really has "everything" to stimulate and to motivate eager participation in crafts at your recreation center. The youngsters will want to make their own masks for Halloween and parties, while adults will create "monstrosities" as decorations for the home. Certainly here is an activity which appeals to all ages, and which permits a realization of the wildest dreams in arts and crafts. All that is needed is a little imagination, a few inexpensive bits of material, and the fun begins.

The production of a mask involves a series of simple operations, in proper step-by-step sequence, utilizing fundamental skills with clay, plaster, paper and paint. Yet, the amazing truth is that anyone can make a mask the first time he tries, even though he never before has handled these materials. *No previous experience is necessary to*

Mr. Ehrke, now director, Harbor District of Los Angeles Department of Recreation and Parks, has been in public recreation for twenty-two years.

do a presentable job, so long as *some* advice is available as to the use of materials and sequence of operations.

Trade secrets? Bosh! We all can make good masks merely by the application of common sense and a few short cuts to success which are listed later in this article. Let's not be scared of this thrilling hobby just because we never tried it before or because we don't know anyone else who has had the courage to tackle it. This, then, is adventure.

Fundamentally, the production of a mask involves four separate operations:

1. Modeling the original design in clay.
2. Producing therefrom a casting or mold in plaster of Paris.
3. Creating a papier-mache "shell" or mask, by applying strips of paper-and-paste to the plaster cast.
4. Painting and finishing the mask.

Note that each step involves different interests. Actually, from the standpoint of a leader or director of activities, the making of papier-mache masks might be termed an application of *multiple-motivation*, since your potential patron may be stimulated or motivated by any one of a number of skills or interests: design, sculpturing, modeling in clay, working with plaster, actually producing the shell or mask in papier-mache, or the final finishing of the mask with decorative painting.

In discussing each of these four operations in

practical detail, let's list the ABC's of mask-making with a few hints as to the choice of materials and how best to use them. Let's assume that you have chosen a design representing an Indian ceremonial mask, a picture of which you have clipped from a magazine. What next?

Operation One—Modeling the Face in Clay

1. Choose dry powdered modeling clay, since this can be used over and over again by many patrons, or for many masks.

2. Conserve the quantity of clay used by first tying together a crumpled mass of newspaper or by stuffing a lot of paper into a tough paper bag. This is used as a core, or wad-like filler, for the center of the future model. Then cut the clay into strips about an inch or two in thickness, lay these strips over the paper core, completely covering it, and you are ready to model the face—using a minimum of material, instead of having a solid head of clay.

3. Keep the clay covered with wet or damp cloths when it is not being worked. This permits the retention of the plastic consistency until the modeling is completed.

4. Avoid undercuts or recessed concavities that may prevent your future mask from being lifted clear. In other words, avoid "caverns" and reverse curves on the surface of your model that may hinder the removal of a shell. (See operations two and three.)

5. Remember to take your time and do not hurry the modeling. Show details, wrinkles and expressions exaggerated exactly as you wish to have them for the future shell or mask of operation number three, since, as this model is shaped, so will be the shape of the finished product.

Operation Two—Producing a Mold or Plaster Cast

1. First, build a cardboard fence to surround

the clay model. To do this, take some old cardboard posters, cut them in half lengthwise, staple the pieces together end to end so that the resultant cardboard can be bent to encircle the clay model, with free space (for plaster) of about two inches all around, at the table level. In other words, if your model were circular, for example, with a diameter of eight inches, your cardboard wall would have a diameter of about twelve inches, thus allowing two inches free space where the plaster is to be poured later. Personally, I also taper the top of my cardboard fence inward, to conserve plaster.

2. Lubricate or grease the surface of the clay model with liquid vaseline, if the surface is quite dry. This will prevent the clay from adhering to the plaster. However, it is best to have the clay moist or damp and plastic, in which case no lubrication is needed.

3. Mix the plaster of Paris with water and stir by hand, using a stick or large spoon or ladle. Warning! Do not try using an electric mixer since this may result in a very rapid setting of the plaster while it is being mixed, and you will find yourself with a dishpan full of plaster that is as hard as a rock!

SHOWING CROSS-SECTION AFTER PLASTER-OF-PARIS HAS BEEN POURED ON CLAY MODEL



Stir evenly, until lumps are eliminated and the plaster resembles heavy cream. Pour onto the clay model, with the cardboard fence in position. When the surface of the model is covered to a depth of one inch or so, allow the plaster to "set" (this may take an hour), and remove the clay model. This clay may be used over and over again, merely by keeping it moist or by wetting it after its removal from the plaster cast.

If you wish to have the plaster set faster, add salt to the original mixture of plaster and water; if you wish it to set more slowly, add glue.

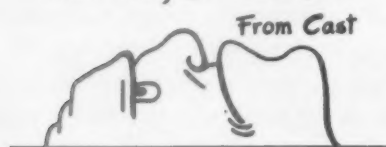
4. Mix a little plaster of Paris in a small cup and "touch up" or fill any pockets or air holes on the surface of the plaster casting. These holes are usually very small, but represent defects where the plaster failed to effect a smooth finish.

5. Now apply three coats of white shellac to the surface. The result will be a smooth, slick mold, ready for operation three. (Note: this mold or plaster cast may be used repeatedly to produce

To Permit Easy Removal of Mask From Plaster-Cast AVOID RECEDING-CURVES



CORRECT METHOD — Mask May Be "LIFTED"



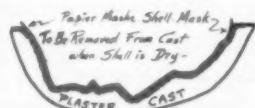
hundreds of identical masks, if desired!)

Operation Three—Production of Papier-Mache Shell

1. Use building paper, called resin-sheathing, obtainable at any building materials store or lumberyard. (This is *not* tarpaper.) Use the twenty-pound style for ordinary work, and the thirty-pound style for very large masks.

2. Tear (do *not* cut) this building paper into several pieces about one-by-four inches, and soak them in water; squeeze out the water as pieces are needed; lay them on a heavy piece of plate glass; and apply thick wallpaper paste to one side of the paper. Use a paintbrush to apply the paste.

3. Lubricate the surface of the plaster cast with a light coat of liquid vaseline, to prevent the papier-mache from adhering to the surface. Or, better still perhaps, use no lubricant whatever, but rather cover the entire surface with "water-soaked-and-squeezed-out" pieces of paper toweling. This acts as a thin separator, preventing the building paper from adhering to the surface and not interfering with the exact shaping of the shell in conformance with the modeled surface.



CROSS-SECTION of Plaster Cast
Showing Papier Mache "Shell"
Conforming With Molded Face.
THUS ANY NUMBER OF MASKS MAY
BE MADE FROM A SINGLE CAST

Thus, if your first layer is all pink, make the next layer all gray, so that you can readily observe when the next layer has been completed, until about four layers have been pressed into the plaster cast, by hand. Your fingers can easily force a positive fit of this sticky paper uniformly over the irregularities of the casting. This kind of paper is very pliable and plastic when so applied, and yet, when it dries, the result is a tough shell as hard as a rock but as light as a feather!

5. Some craftsmen add a bit of dextrine to the wallpaper paste to assure a very hard-finished product. Also, the wallpaper paste may be made *extra-sticky* if some wallpaper adhesive is added to the paste. These items are quite cheap and are readily available wherever you requisition the wallpaper paste.

6. All right, now relax and allow four or five days for your mask (the papier-mache shell) to dry before removing it from the plaster cast.

Operation Four—Painting and Finishing the Mask

1. When you have removed the shell-mask from the cast, *and are certain that it is really dry*, you are ready to smooth the rough spots on the face with fine sandpaper. Then apply two coats of white shellac and paint in colors to suit your design. Oil paint adheres readily to a shellacked surface, but if you prefer water colors, it is best to apply a coat of flat white to the shellacked surface before painting—as shellac is quite slick for water colors. My personal preference is oil paint. Incidentally, you may wonder why shellac is recommended as a base for painting. Actually, the shellac surface prevents the paint from being soaked up by the blotter-effect of the papier-mache.

2. If a truly "fancy" surface is desired, resembling the smoothness of human skin, apply two or three coats of Jesso (sometimes sold as Ghesso) to the original papier-mache shell, and *then* sandpaper lightly and apply one or two coats of shellac before painting. This method positively hides all undesirable seams or irregularities, and results in a superb finish. Jesso can readily be mixed by the craftsman, but I prefer to purchase a small jar of this material from an art store. A little goes a long way.

JESSO FORMULA

In case any reader wishes to make his own Jesso, however, the following brief formula is submitted:

a. Make up a 2 lb. mix composed of ¼ lb. dry plaster of Paris, 1¾ lb. whiting (wall coating or white calamine).

b. In a tin container, put ½ cup water; add 1 teaspoon linseed oil, plus ¼ teaspoon glycerin and 2 tablespoons glue.

c. Boil "b" items above, and while boiling, stir in some of item "a," until the whole mixture is like putty. Then thin with hot water until it is of brushing consistency, and cool. Now it is ready to use.

3. You can display your individual resourcefulness or originality in putting on the finishing touches. Much can be done with paint. Also, artificial hair may be made up of colored yarn; and, by looping the individual strands through a piece of sock, a wig can be created which may be glued into place. Or, the stones from cheap earrings (purchased in the ten-cent store) may be used as pupils of the eyes. Quite effective is the use of real teeth, such as sawfish or sharks' teeth in masks designed to decorate a den. Perhaps a ring in the nose or a gaudy headdress with real feathers is desired! One is limited only by his imagination—so the finished results can be quite startling.

4. In making a pumpkin head mask for Halloween, some may wish to have a "complete" mask

covering *all* of the head, front and back. This is easily accomplished by making the mask in two sections or halves, and securely fastening these halves together, using papier-mache and paste with wallpaper adhesive. The same principle may be applied to masks intended for use in the playground circus or for other special events, such as parades, pageants and so on. The head of a lion, wolf or bear may easily be produced in sections, and assembled so that the seams are invisible.

* * * *

As a professional recreation worker, you will

readily recognize the practical value of this activity—practical in its appeal to your crafts patrons, practical in that the cost of materials is negligible and the techniques are quite simple. Also, it is easily apparent that mask-making is rich in rewards; your patrons will thrill at their ability to “do things with their hands.”

Here is a group activity which offers a happy experience resulting in pride of accomplishment. A group activity, yes, but one in which self-expression and personality of the individual predominate. This is recreation.

FOR THE HALLOWEEN TABLE . . .



Poor Mr. and Mrs. Sorcerer! They have to gather herbs, lizards' eyes, crocodile tears and powdered bats' wings to weave a magic spell. No wonder they envy mortals who, with the aid of costumes, makeup and objets de Halloween, can change people into goblins and ghosts, and homes and centers into caverns for these nightmarish characters. Imagine what they would require to transform ordinary refreshments into pumpkins or scarecrows! Yet, all you have to do is—well, the following are examples of how effortlessly you wave your magic wand . . .



Halloween Witches—On each plate, place half a doughnut (split crosswise). Make a head of orange ice, with semi-sweet chocolate bits for the eyes, nose and mouth. Top this with the remaining doughnut half—cut side down—and add an inverted ice cream cone for the final touch.



Halloween Scarecrow—For this attractive party table centerpiece, use a plate with a flat bottom. Place on it plain and sugared doughnuts alternately, eight high, with a stalk of celery making its way through the holes in the doughnuts. Have the end of the celery ragged. Then take another stalk of celery, place it under the seventh doughnut and use two plain and one sugared doughnut for each side of this stalk. Now take a plain doughnut, place it on top of the eighth doughnut, vertically, and top with a sugared doughnut. Use a few round orange gum drops to make the eyebrows, eyes and mouth of your glorified scarecrow, and licorice for the pupils of his eyes. Cut another gum drop in half for his button nose. His “features” are held in place with regular toothpicks.

WINDOWS BLOOM

ON *Goblin Night*

A HALLOWEEN window-painting contest in Scarsdale, New York, was one of many throughout the nation last year. Youngsters, past masters at the surreptitious pastime of smearing windows, turned artist with a will, as well as with the full approval of their elders; while the Scarsdale recreation department and the local chamber of commerce, joint sponsors of the contest, won the hearty commendation of the whole village.

Here, a point system was used in the determining of awards and honorable mentions according to age groups: Group II, six to ten; Group III, eleven to fourteen; Group IV, fifteen to eighteen. Prizes were given for the best Halloween theme, the best art work, and the most comical. With eighty participation and winning points, the Scarsdale High School won the silver loving cup. Also, two parties were sponsored by the schools.

The Scarsdale Inquirer, an enthusiastic participant in the awarding of honors, commented editorially: "So many people cooperated to make the window-painting contest a success that it is difficult to know where to begin and where to end congratulations . . . It is worthy of note that this Halloween set a record for peaceful, nondestructive observance. Let's have more like this one in the future."

Admirers watched paintings take shape; in some cases, mothers brought dinner and hot cocoa to busy workers.



The grand prize, awarded to the above, was won by a high school student with 481 out of a possible 500 points.

Below, second prize winner in Group IV, for "Best Halloween Theme." Awards were made at dinner for winners.



Artists at work. Many cooperated in project; recreation department and chamber of commerce won praise.



FLICKER BALL

FLICKER BALL is a new passing game played with a regulation football. Capable of training football men in the art of ball-handling, it is also an excellent group game, utilizing simple equipment that can be set up easily in camps, school gyms and on playgrounds.

The game is the brain child of two members of the University of Illinois Physical Education Department—H. E. (Hek) Kenney and Armond Seidler. The idea hit them while they were watching the wonderful ball-handling displayed during a Bear-Cardinal football game. They decided that what was needed to increase the ball-handling efficiency of college and high school players was simply a game that would make them handle a football more often. Flicker ball was the result.

The advantages of the game are multifold. In addition to the obvious fact that it teaches ball-handling, flicker ball can accommodate large groups. Any number of players can be used and the game can be played both indoors and out.

Existing basketball facilities are utilized for the indoor game and any football field is perfect for outdoors. The game does away with dull, routine

ball-handling drills; equipment is simple; and flicker ball goals can be set up quickly in gyms, camps or on playgrounds.

Flicker ball was demonstrated last year before the Illinois State High School Football Coaches' Clinic, and between halves of an Illinois-Indiana basketball game. Everyone voiced his approval of it. Such Illinois football stars as Perry Moss, Tom Gallagher, Don Maechtle, and Fred Major have played the game, liked it, and called it a good training aid.

Regular flicker ball activity is carried on daily in several Illinois physical education classes. Crux of the game is that the ball can be advanced only by passing, and that the player holding the ball can move only laterally and backwards, never forward. Here is how it is played:

Equipment—A regulation football is the official ball. The goal is a four-foot-by-five-foot rectangle, with a two-foot-by-three-foot rounded rectangular hole in it. The goal is mounted with its surface at right angles to the side lines of the court, with the lower edge of the hole eight feet from the floor.

Players—Indoors, five players are needed; outdoors, eight players. However, the number can vary to suit the occasion.

Field—Indoors, the game can be played on any regulation basketball court. The goal is attached to the basketball board with the hole eight feet from the floor.

Outdoors, the field generally should be fifty-three yards in length, thirty yards wide, with the goals set fifteen feet back of the end lines. Each goal is placed equidistant from the side lines, parallel to the end line. It is suggested that the fields be laid out across the width of a football field. Three such fields can be made from a one hundred-yard gridiron.

A free-throw line is placed thirty feet in front of each end line.

A half-circle area, the radius of which is the distance from the goal to the outer edge of the free-throw circle, is called the dead-ball area. No offensive player may touch the ball here, and a defensive player with the ball in his possession may remain in this area only three seconds.

When the ball is touched in the dead-ball area by the offensive team, the opponents are given possession out-of-bounds on the side, in line with the free-throw line. Thus, there is no rebounding in the game.

Timing—The game is played in two twenty-minute halves. Time is out whenever the ball is

Reprinted through courtesy of Scholastic Coach.

not in play. Each team is allowed three two-minute time-outs per half. A free throw, shot by any player, is given for each extra time-out.

Scoring—A goal, counting two points, is scored by throwing the ball into the goal. The ball must be thrown with one hand.

Any attempt by a defensive player deliberately to bat the ball away from the goal into the dead-ball area will result in the awarding of the goal.

A successful free-throw attempt counts one point.

Fouls—For a personal foul, the fouled player gets one free shot from the center jump circle (indoors), or from the free-throw line (outdoors). The ball is dead, and whether the shot is made or not, the throwing team is given possession of the ball out-of-bounds at the center line. This is to discourage fouling. The thrower cannot cross the center line until the ball is dead.

Five fouls eliminate a player. Throws are awarded: one for a personal foul or two for a flagrant foul or unsportsmanlike conduct.

On a double foul, each player receives a free throw and the ball is then put into play by a center jump.

Ball in play—The ball is put into play by tossing it into the air between the two centers. The man first obtaining the ball must pass it laterally, and another player must touch it before the center can touch the ball again.

The center jump is used to start each half and after a double foul. A jump ball is used to settle all held ball situations. The first man receiving the tap must pass laterally.

Play—No one is permitted to advance toward the goal while the ball is in his control. He may only run backwards or laterally.

If a player happens to be running toward the goal when he gains control of the ball, he is allowed the maximum of a

step and a half before he must stop or swerve laterally.

No player is allowed to make personal contact with an opponent.

Out-of-bounds—All balls are dead as soon as they cross the end line, whether the try for the goal is successful or not. In any case, the possession of the ball is given to the defending team behind its own end line.

When the ball goes out-of-bounds, an opponent of the player who last touched it will be given possession out-of-bounds at that point.

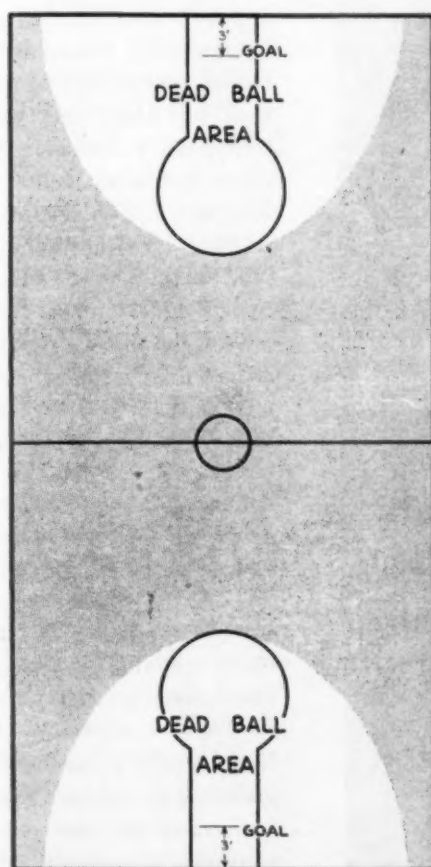
Five seconds are allowed to put the ball into play. Loss of ball at that point is the penalty for violation.

In passing the ball from out-of-bounds, these rules apply:

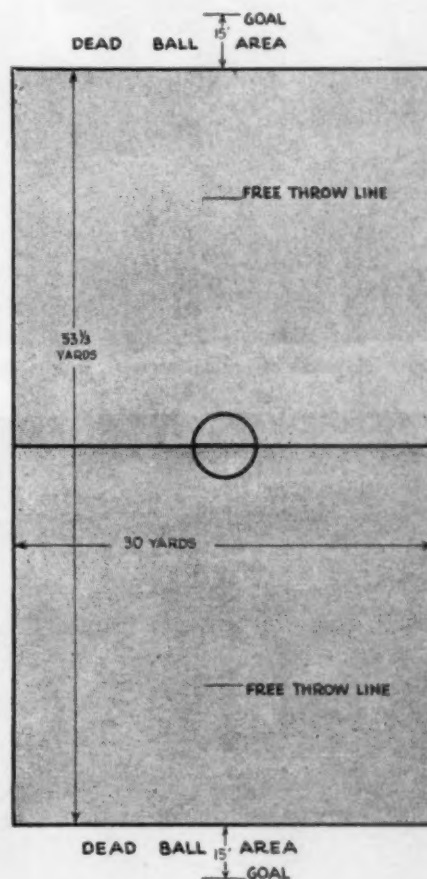
1. In front court, player must throw the ball laterally.
2. In back court, player may throw the ball anywhere in this area.

Having had considerable experience with the game, I can reasonably recommend flicker ball as an excellent group activity.

Layout of Indoor Court



Layout of Outdoor Field





Studying maps during hike through pre-Alpine ridges.



Learning value of creativeness through arts and crafts.



Training program includes fundamentals of sports.

How another country trains volunteers . . .

The SWISS TWIST



The Swiss are not only experts in making watches and cheese, but are also keen on developing alert minds and strong bodies. As one of the world's oldest democracies, Switzerland has long been a nation of sports enthusiasts. Not until recently, however, did they begin a program to interest all Swiss boys in developing the mind and body through a system of training boys to become community leaders in sports.

Of course, mountain-climbing has always been one of Switzerland's most popular sports; but less than ten years ago, many Swiss began to ask: "Why don't our young men become champions in other sports as well?" The question snowballed into such a popular movement that it led to what is probably the most unique and first school of its kind in the world—the Swiss Federal School for Sports and Gymnastics.

Now on a ridge 3,000 feet above sea level, at beautiful Magglingen, near the Swiss watch-making capital of Bienne, hundreds of Swiss boys may be seen daily playing basketball on massive concrete courts, swimming in a modern pool with underground windows, running around a neat cinder track near the edge of a mountain, or completing obstacle races in the woods.

Terms at the school last only two weeks, but one recent graduate spoke for all when he said: "I could stay here two centuries." And why not? Everything is free.

Harry Kursb, a free-lance feature writer, is intensely interested in foreign affairs. He spent five weeks in Switzerland last year gathering enough material for more than twenty-nine different writing assignments.

RECREATION

STO SPORTS

Students, who come from all over Switzerland, receive all their expenses, including traveling to and from the school, for these are paid by the government. They get free medical examinations when they arrive and depart. They sleep two or three to a room in what used to be one of Switzerland's most luxurious hotels, and all their meals are "on the house." In addition, they are given a daily expense allowance of seven Swiss francs (about \$1.75) and are provided with all necessary sports equipment, including attractive uniforms, so that they need not wear out their own clothing.

To qualify for attendance at the school, a boy must be past fifteen—the school-leaving age in Switzerland—a rugged land that can be crossed in he have a good character. In Switzerland, good character means belief in democracy; and at the Federal School for Sports it also means a promise to carry on the spirit and traditions of the school in the community from which the boy comes.

With more than 3,000 tiny communities in Switzerland—a rugged land that can be crossed in less time than it takes to get from New York to Boston by train—the aim of the Swiss government is to get all the young people in its areas interested in sports. Therefore, the Federal School for Sports does not try to make professional athletes out of the boys, but merely aims to teach the fundamentals of various sports, principles of good leadership and conscientious sportsmanship. Then the boys go back to their towns and villages as volunteer sports leaders, and organize sports groups on their own. Even here the school doesn't stop. If a boy wants to organize a ski team, for example, the school or the government will see to it that he gets the necessary skis and equipment to help him carry out his volunteer work.

So far, the school has given more than 130



School activities generate health and enthusiasm.

courses in sports, with nearly sixty boy-leaders taking part in each. The courses have been so successful that today the school's program has been expanded to give special courses for such adults as teachers and ministers, who participate in the courses alongside the boys. It has also designed courses to prepare young men and women for physical training jobs with sports associations, trade unions, industrial firms and holiday resorts. It even has free courses for doctors, to teach them the special techniques of handling sports injuries.

A typical day's program at the school goes something like this:

- 6:00 a.m.—waking up to music over loud-speakers
- 6:10 a.m.—setting-up exercises and a run
- 6:50 a.m.—cleaning up
- 7:30 a.m.—conference on methods in sports
- 8:30 a.m.—playing basketball, swimming and relays
- 1:45 p.m.—film on track and field skills
- 2:15 p.m.—playing football, wrestling, boxing and track
- 7:45 p.m.—piano concert in the administration house
- 10:30 p.m.—lights out; everyone in bed for the night!

The school actually got its start in 1941, when the Swiss government passed a law appropriating funds for establishing a federal sports institute. The main idea was that with a boost from the government, Swiss boys would take such an interest in sports, that by the time they were ready to go into the Swiss Army, nearly all would be physically and mentally sound. Though the Swiss have never been at war in nearly two hundred years, they have kept wide-awake "bulldogs" on all their borders by means of having all men serve two weeks each year in the army. Key to the whole new Swiss nationwide sports program was the Federal School for Sports.

Yet, for several years, plans for the school remained only on paper. The big headache was to obtain a place that would be large enough to handle several hundred robust youngsters at a time and be far enough away from any possible interruptions of city life. The second major problem was to design facilities that would utilize every up-to-date principle of physical education, with room to grow as new ideas were added if the plan should prove successful. With plenty of that same ingenuity around that goes into making Swiss watches, there were enough aspirins designed for this part of the headache.

But, during the war, the plan had to be kept on paper for another four years as Switzerland kept all available manpower mobilized on her mountainous borders, where the threat of Nazi invasion always seemed minutes away. After the war, the plan got off paper and into the hands of the celebrated Swiss craftsmen, and masons, carpenters and architects went to work to build the world's most modern sports school.

Three years later, the school, not even completed, took second-place honors in a world-wide competition for best sports-school architecture at the 1948 London Olympic games. Now it has what is probably the world's highest basketball court—on a hard-surfaced sports ground so gigantic, it could hold the drills of an army regiment and have room left over for a football game.

In addition, the school features an outdoor swimming pool which has the strange shape of a kidney bean, so that boys can dive in at one end without getting in the way of relay swimmers. Now boys learn to swim in the pool, which also has large circular underwater portholes from which instructors, standing on platforms below water level, can watch student progress.

With nearly \$1,000,000 invested, a lot of money for a Lilliputian nation, the school also boasts several tennis courts; a gymnasium more than

The sport of mountain climbing is risky but popular.



120 feet long, with one whole side made of unbreakable glass; a seventy-five-foot indoor training sports hall, with solid linoleum floors and high-bar support poles that rise smoothly out of the floor by finger-tip pressure; lecture rooms, completely equipped with movie projectors; pavilions for fencing, boxing rhythmic; ice rinks; golf courses; and a complete library of sports books and magazines. It also has 300 and 400-meter tracks, a shooting range, a ski jump and six athletic fields at different levels. After a workout, the boys enter clean, pine-paneled Finnish steam baths, where they make steam by pouring cold water onto hot rocks.

Proudly upholding the centuries-old Swiss tradition that education of the body should not run ahead of education of the mind, the school also has laboratories and an institute for sports physiology, where boys learn the importance of different parts of the body for physical health. Even art and music are not neglected. Special courses in arts and crafts encourage boys to use their hands for creative skills, and music is brought in through community singing and concerts. The community singing part of the daily program has been such an outstanding success that hardly a minute goes by when some visitor cannot hear quaint Swiss folk tunes rising loftily from the throats of enthusiastic students.

With hardly 4,000,000 making up Switzerland's population, it won't be long now before every Swiss will be echoing the Olympic slogan: "Citius, Fortius, Altius" (Quicker, Stronger, Higher)!

"College students interested in counselorships should concern themselves with leadership development."

College Students as Camp Counselors

Robert E. Link

LEADERSHIP, more than areas and facilities, activities and programs, important as they are, will determine the success of every camping season. Therefore, college students who are interested in acquiring camping experience should concern themselves more with leadership development as future counselors. In camp, where human relationships and values are so important, creative, intelligent and matured counselors are absolutely essential. The chief purpose of good counselors is to fill the needs of campers with creative, varied activities which will constructively foster a free expansion of camp possibilities, and to conduct these activities in such a way that the camper is assured of a happy and richly-satisfying summer. No one familiar with a good camp program—including crafts, music, swimming, athletics, nature, hikes and a host of other activities—would, for a moment, suggest that it be conducted without competent leaders.

In order to serve the individual camper effectively, counselors must provide him with an educational experience based upon his needs, such as learning to adjust to others, to change in environment, to find satisfying experience within his own particular abilities. Therefore, it is important that the counselor give the individual the attention he needs, and allow him an opportunity for maximum participation in as wide a variety of activities as his abilities permit.

The counselor's infectious enthusiasm should give zest to the camp program which is guided by the self-expression and initiative of the camper, encouraging his growth and eventually achieving

sound educational objectives. Counselors should not overlook the teaching of skills needed for participation in various camp activities. Campers will enjoy most of the activities which they perform well, and skill helps one to participate satisfactorily. Youngsters should acquire new skills while at camp. To the extent that the counselor succeeds in achieving these objectives, he is contributing to a well-balanced, integrated individual at camp and later at home.

Persons who get bored or irritated at the impetuosity, immaturity and energy of children should not be counselors. To do a good camp job, it is necessary to win their confidence, to be able to settle differences within the group, and to be open-minded at all times. The ability to exercise democratic leadership is one of the most important requirements for the counselor who is expected to adhere to camp policies and regulations without being dictatorial or arousing antagonism within the group.

A pleasant personality is an important and valuable asset as it will help the counselor win the friendship, respect, confidence and loyalty of his campers and camp staff. Tact, friendliness and an attractive appearance are all important. Counselors who find it difficult, irksome and meaningless to maintain, in their living, the ideals and standards of camp life will find little satisfaction in their work—and probably will be unsuccessful.

The counselor assists individuals to plan activities as one of the group, so that in the active sharing of ideas, the campers gain experience in functioning as a group and acquire skills in managing their own activities. The counselor should be

Author is placement director, Brooklyn College, N.Y.

able to draw out, strengthen, and put into effective action the leadership capacities inherent in young people. Once started, the unit camp group should be able to carry on successfully many activities under its own leadership.

The following are personal qualifications desirable for a counselor to possess in order to be successful:

1. A sense of the worth and dignity of every child.
2. An understanding of the interests and needs of children.
3. A personal realization and understanding of the joy of life and of the art of living.
4. A sense of humor.
5. A desire to serve.
6. A concern with the growth and development of young people through creative expression.
7. A sympathetic attitude towards others' opinions and personalities.
8. An ability to lead democratically.
9. Organizing ability.
10. Ability to get along with people.

It is important, too, that counselors fill these added requirements or their equivalent:

1. A counselor should have some special training, such as would be required for majors—in sociology, recreation, physical education or in any other major given at college.

2. Counselors should be matured in years. This does not necessarily mean that any specific age requirements should be set for them. Maturity should not be based on chronological age requirement.

3. A counselor should have interest and should be able to partake in informal games, contests, events.

4. A counselor should have a definite plan of action in order to maintain and be responsible for the morals of the campers.

With all this as a background, the prospective college student interested in camp employment must give considerable time to the writing of a letter of application. Suggestions for the writing of this, which should prove helpful in locating a position, are as follows:

1. Letters of application should be well planned.
2. Before you write the letter, list all the characteristics and experience desirable for the job you want. Opposite each of these qualifications which you possess, note how you can demonstrate to a prospective employer that you have these abilities.
3. Employers get hundreds of letters of application, so try to make yours appear outstanding because of its originality, neatness, completeness or

arrangement. Write a letter which no one else can sign because it describes *you*.

4. Don't delay in sending out letters if you want results. If you send out fifteen letters today, you will know in a week if they will bring you interviews. If interviews do not result, revise your letters.

5. Letters should be correct in grammar, spelling, punctuation and accurate in information. By all means, type them—if you don't own a typewriter, rent or borrow one. Use plain white stationery; standard typing paper (eight-and-one-half-by-eleven inches); and legal-sized envelopes are always acceptable. State briefly the job for which you are applying, why you feel qualified; state when you will be available for a personal interview, and enclose a copy of your resume.

Suggested don'ts:

1. Don't use long, involved sentences, flowery words, or trite business phrases.

2. Don't draw conclusions for your prospect.

3. Don't use overstatements.

4. Don't use apologetic or negative statements.

Having met all your other necessary prerequisites for camp placement, the day arrives for your appointment with the camp director. Here, your attractive personal appearance will count heavily in your favor; good grooming is a must. You have read this many times, but as much as it is emphasized, personnel directors still complain about applicants appearing hatless, in "bobby sox" and untidy skirt-sweater combinations. Simple street clothes, in season, well-fitted, brushed and pressed, with tasteful accessories and a becoming hat are appropriate.

You will also do a great deal toward creating a favorable impression if you are punctual, well-groomed and attentive. If your interview is at eleven o'clock, be there five minutes before. You may be kept waiting and the interim will be easier on you if you make use of reading material and forget to be impatient. It is advisable to schedule interviews well apart so that you don't have to worry about keeping another employer waiting if an interview extends longer than you had planned.

Before the interview, you should anticipate questions the employer may ask; have clear information on the tip of your tongue. When you answer his questions, look at *him*—not out of the window or at a picture on his desk. Don't be afraid to ask questions yourself. Your interviewer will expect you to inquire about policies of the camp, working hours and salary. Sometimes he may say that he will let you know. Neither you nor he is at all obliged to make any definite commitment during

Placement

● A realization of the values of a camping work-experience in the preprofessional and future professional areas available to graduates of a liberal arts college led the director of placement of Brooklyn College to set up, in December 1948, a group guidance service in camp counselling for student groups. As part of a placement office program, starting in November, the placement office of the college arranged specific periods in which to meet with groups of approximately fifty students at a time.

This resulted in the interviewing, from December to June, 1950, of 2,176 students for possible camp positions. Students were individually referred to specific camp jobs on the basis of their interests, aptitudes and related work experience. By this expansion of its recruitment program, the college not only more than doubled its camp placements, but also the number of camps placing job orders with it. Such orders now come from organizational camps, private camps, city day camps, hotel day camps, bungalow colony day camps, hotels and resorts, and Camp Association Service Agencies.

A recent survey of placement office records of basic counselor requirements has resulted in the following brief breakdown of these requirements:

UNIT HEAD

Age—minimum of twenty-three years; *experience*—at least three years' summer camp experience; *education*—college degree and at least one year's attendance at a recognized school of social work with a specialization in group work or case work or combination thereof; *responsibilities*—program supervision, organization, supervision of counselors in living routines.

SENIOR COUNSELORS

Age—minimum of twenty years; *experience*—at least two years of experience as a camp staff member or experience working in a community center plus well-developed program skill; *education*—three years of college completed; *responsibilities*—assist in programming, participation in living routine, responsibility for cleanup, night duty, night patrol, serve as relief counselor when necessary, act as unit head in the event of his absence.

COUNSELORS

Age—minimum of eighteen years; *experience*—at least summer's experience at a summer camp or day camp or paid or volunteer work at a settlement house, community center, or the like; *education*—at least one year of college; *responsibilities*—supervision of living routines of children, care of one cottage group for an entire camp trip, planning and clearing with unit head on specific daily routines—such as night patrol cleanup, night duty, evening program, and so on.

SPECIALTY COUNSELOR

Age—minimum of twenty-one years; *experience*—at least two summers' camp experience or a minimum of one year's teaching experience in the school system or "Y" settlement house or community center; *education*—specialized training in skill; swimmers must have a Red Cross certificate; *responsibilities*—for swimming counselor, full and complete control of swimming area, supervision of counselors on duty at lake or pool, efficiency in pool setup, an adequate program. Requirements are similar for other specialties in their specific areas of responsibility.

the time of the interview.

A few weeks pass by and you now become anxious regarding your camp position. It is further suggested that the resume now be used:

a. As a follow-up after an interview as a reminder to the camp director. Send it with an accompanying letter expressing interest in the work and thanks for the interview.

b. As a permanent record, to be given to the employment agencies or friends who may give you introductions.

c. Sometimes as an enclosure with a letter of application or with application blank.

d. Sometimes to gain interest when you have trouble getting past the reception desk to see the person who might hire you.

The personal data sheet, or resume, should include:

- a. Personal facts of importance, such as
- b. Education; special training
- c. Experience
- d. Your qualifications for the job using specific

examples arranged in order of their importance. Have subtopics in chronological order. For instance, if you have specific training and little experience, the training would be more important.

e. References

Personal record form: Name, address, age, height, weight, health, married or single.

Finally, in return, the qualified counselor who is selected receives the fun that comes from living close to nature in the woods and mountains, which is not equalled by city entertainment. Any person interested in being a camp counselor must enjoy the outdoor life and must be in good health and have the physical stamina to live in a camp environment. For the counselor to handle a variety of group activities, he must have some knowledge of human behavior. It is in a camping situation that a qualified counselor can influence young people for positive, democratic living. The growth and achievements of young people are the greatest rewards of the camp counselor.

Questions About Biddy Basketball

. . . answered by Jay Archer

Just what is Biddy Basketball?

Biddy Basketball is a new game for boys and girls from eight to eleven years of age. It is based on regulation basketball, with variations that make it possible for younger children to learn the game and to enjoy it with no ill effects.

On what kind of a floor is it played?

On any regular gymnasium floor. At the Catholic Youth Center, we have a floor fifty-by-ninety feet and have divided it into three regulation Biddy Basketball floors, thirty-by-fifty feet. Of course, only the end courts can be used for games, but the center is available for practice shooting, and so forth.

What kind of equipment is used?

We have a special adjustable basket that comes down to eight-and-one-half feet from the floor so that the youngsters can shoot for baskets which are suitable for their size and strength. The basketball is a junior size, about three inches smaller in circumference than a regulation ball, and is inflated from six to eight pounds.

In what way does it differ from regular basketball?

Outside of the equipment and size of the floor, the only difference is in the length of the playing quarters—six minutes—and in a shorter foul line, set at twelve feet. Six fouls are allowed instead of the regulation five.

How did you happen to think of this new game?

For years I've watched youngsters playing bas-

ketball with the large ball and the ten-foot baskets, struggling to shoot baskets, having trouble dribbling and passing the ball. I thought that there must be some way to make the game more playable for them. After many years of experimenting, I finally came up with the idea of reducing the height of the baskets, shortening the size of the playing floor, and making the other changes which help bring basketball within the physical reach of these eight-to-eleven-year-old boys and girls.

Wasn't it difficult to get the special adjustable baskets which you use?

It wasn't too easy! For many years we tried to lower the whole thing—the basket and the post—but it was too expensive a proposition. Finally, at the CYC, we came up with the idea of inserting portable posts with baskets that could be dropped to eight-and-one-half feet, or raised back up to ten feet if necessary—and the problem was solved.

When did you first try out the game?

We first played it at the CYC in March 1950, shortly after the center opened.

And how did the youngsters take to it?

They love it! At last they can play basketball the way that they see the big fellows playing it. Spectators, too, have been very pleased with the game. A good many coaches have come to the CYC to ask about Biddy Basketball, and have commented highly upon it. Through this game, youngsters develop a love for the game of basketball, gain experience and a fine sense of sportsmanship. Many of the boys playing the game now will be among the first to join their high school team when they grow older.

Jay Archer, originator of Biddy Basketball, is executive director of Catholic Youth Center, Scranton, Pa.

To promote the values inherent in this activity.

International Festival of SQUARE DANCING

BELIEVING that the many values inherent in square dancing as a recreation for all ages and kinds of people would be strengthened through an informal get-together on a nationwide basis, a farm newspaper and its radio station have joined forces with a park recreation group to make such a gathering a reality in Chicago on Saturday, October 28, 1950, at the 20,000-seat, indoor Chicago Stadium.

The farm paper, the 109-year-old *Prairie Farmer*, like its 50,000-watt radio station, WLS, serves most of Illinois, Indiana, Michigan and Wisconsin from headquarters in Chicago. The recreation group is that division of the Chicago Park District which is one of the oldest in the nation. The two came together because each, in its field, has been fostering square dancing for nearly two decades. Park district classes had begun in the depression-thirties; while WLS used square dancing as a stage feature of the Saturday night radio-stage show, the WLS National Barn Dance. Callers and dancers for the stage-radio production were often "borrowed" from among park district instructors and classes, thus beginning the friendly relationship which is flowering into the first International Square Dance Festival.

The two groups recognized early in their discussions that such an event would be successful and

beneficial only if it expressed the aims and ideals of square dance leaders over a wide area; thus, in March, known leaders from five midwestern states were invited to an all-day conference and discussion. Here, plans were formulated, leading to the present festival plan, which is as follows:

The various states, plus Canada and Mexico, are being invited to send up to ten square dance sets and one caller to the festival, not for any contest, but to exhibit the square dancing being done in their particular locality. This will provide not only colorful and memorable entertainment for the 20,000 spectators, but also an opportunity for square dancers to get acquainted with those from other parts of the continent and to see what other sections are doing.

This state-by-state participation is under the direction of state chairmen, selected for their interest in square dancing and for their impartial position in their own state or region. Much of the leadership has come from among recreation directors through their natural connection with the activity.

Heading the entire operating committee is Walter Roy, recreation director of the Chicago Park District and for fifteen years allied with the growth of square dancing in Chicago's parks. Working with him as vice-chairman is George C. Bigger, di-

rector of the twenty-six-year-old WLS National Barn Dance. Aiding these two is a large working group of park district and *Prairie-Farmer-WLS* personnel, assigned to committees according to their training and work.

Early in the planning, the operating committee met with Dr. Lloyd Shaw, superintendent of the Cheyenne Mountain Public School near Colorado Springs, but much better known the nation over for his teaching and fostering of both the practice and the ideals of folk dancing. "Pappy" Shaw, as the thousands of students of his summer folk dance institutes call him, expressed a deep interest in the Chicago festival and consented to act as chairman of a nationwide advisory committee.

Consultants of the original Chicago conference were Dr. Ralph Piper, professor of physical education at the University of Minnesota and new president of the Minnesota Square Dance Federation; Mrs. Verna Rensvold, the recreation superintendent of Kansas City, Missouri, who recently

staged a three-day square dance fiesta in her city; F. L. McReynolds, an associate in rural youth work and recreation at Purdue University; E. L. Regnier, associate professor of rural sociology extension at the University of Illinois; Roy Johnson, director of special services, Illinois Agricultural Association, and, with Regnier, chiefly responsible for the well-known Illinois Farm Sports Festivals; and Victor Graef, president of the four-year-old Square Dance Association of Wisconsin. These people formed a nucleus of state chairmen for the festival, to which a score of other leaders have been added as they have accepted.

For many, the real highlight of the day will be a Square Dance Leaders' Institute, to be held in the 1,300-seat Eighth Street Theater on the morning of October twenty-eighth. The program for this institute will be such as to interest callers, teachers and recreation directors as well. The institute is open to leaders from all over the continent, and will end with a luncheon given by host organizations.

First International Square Dance Festival Saturday, October 28, 1950; nine a. m., Leaders' Institute, Eighth Street Theater; one p. m., rehearsal; seventy-thirty p. m., festival. Rehearsal and festival at Chicago Stadium, indoors. Address inquiries to Walter Roy, Chicago Park District Administration Building, Chicago, Illinois.

California Cities Plan Meeting

Recreation and park leaders from over 200 California cities will be meeting in Los Angeles during the week of October 22-25 for the annual gathering of the League of California Cities. A working committee, composed of key persons throughout the state—many of whom were unable to attend the early meeting pictured here—have planned a number of important things for this year's event.

The present outline of the program provides for many challenging subjects affecting parks and recreation in the field of planning, program, organization and finance. The general tone of both topics and presentation will be sounded from the angle of practical approaches toward doing a better job—presently and for the future. Among the topics scheduled for daily sessions are: Commissioners as a Mirror of Public Opinion; Subdividers Responsibility in Providing Land for Recreation; Development of Aquatic Potentials; Budgeting Relationship of New Development to Operation; Recreation and Parks in Civil Defense; My Pet Project for the Future of My Town; and others. In addition, delegates will have an opportunity to participate in several social activities, planned for their own recreation.



Program Committee Meets—Left to right, seated: F. W. Roewekamp, city forester, Los Angeles, and president of California Society of American Institute of Park Executives; F. MacKenzie, superintendent of parks, Santa Barbara, and president of Recreation and Parks Department of League of California Cities; G. Hjelte, general manager of Recreation and Parks Department, Los Angeles. Standing: W. Frederickson, superintendent of recreation, Los Angeles; D. R. Kruckeberg, superintendent of parks, Burbank; W. F. Burr, superintendent of parks and Recreation Department, Glendale.



Not for the Ladies

Ward Greene

JOE BILLINGS, editor and owner of *Zip Comics*, had never felt so harassed. On his desk, the complaints rose higher day by day; Sackville police had ordered ten of his comic books off the newsstands; a group in Bonnywot had publicly burned six of his best earners; and now, out there in Elmtown, this band of militant matriarchs had proclaimed a list of shall-nots which, if applied to his products, would simply eliminate them.

It seemed to the bewildered Billings that he was writhing in a nightmare. Only yesterday his was a respectable enterprise, catering to some millions of children and adults who, for ten cents, liked to follow the antics and adventures of his comic characters. Now, overnight, his copyrighted puppets had become monsters; his business was to blame for everything from murder to atheism; and Billings, himself, was enemy number one of society. Nor was his mood lightened by the immediate necessity—he had to see a caller “with an idea for a comic.”

“Send Mr. Whatshisname in,” he instructed his secretary through the speaker. He would have preferred to send Mr. Whatshisname to kingdom come. People with “ideas for comics” came a dime a dozen; the ideas were invariably terrible; and now, in the middle of a frantic morning, he had to listen to someone who should have written to him.

His forebodings were soon confirmed. The young man who stood before his desk, peering shyly at Billings through large spectacles, looked awkward, drab and almost offensively genteel. “College professor”—thought Billings—and planned a decid-

edly quick brush-off.

“Sit down.” The young man took the chair, placed a large envelope carefully on his knees and put his hat on the envelope. “Now what’s on your mind, youngster?”

“Well, I have a notion,” began the young man. “I hoped—I thought—it might fit into one of your comic books. It’s something with more appeal to children, probably, than to older readers.”

“Let’s hear it,” said Billings.

“Well, the principal character is a little girl, about ten, and the story starts when she finds herself in a sort of cave underground. There she meets a number of queer creatures, birds and animals, and so on . . .”

“Just a minute,” interrupted Billings, “you’re on the wrong track right off the bat.” He tapped the pile of papers on the desk. “Grotesque, fantastic, unnatural creatures are strictly out.”

“But why?”

Billings pointed to the “Criteria and Profile Chart of the Elmtown Committee on the Evaluation of Comic Books” and explained: “They’ve drawn up a series of objections in the ‘cultural area, the moral area and area of morbid emotionality.’ And it says right here, under morbid emotionality, that ‘grotesque, fantastic, unnatural creatures’ are objectionable.”

“I suppose,” murmured the young man, “that a dodo is a little grotesque.” He took a fresh start. “Well, this little girl is wandering about underground when she runs across a little bottle and some small cakes. When she drinks out of the bottle, she grows shorter, and when she nibbles a cake

Reprinted through courtesy of *Magazine Digest*.

she grows taller . . ."

"Hold it!" Billings was shaking his head. "You'd have every woman's club in the country on your neck. We can't permit stuff like striking matches, setting fires, drinking out of strange bottles, eating strange little cakes. Ouch! First kid that got ptomaine, they'd stick it on you."

"I see," said the young man, though he looked nonplussed. "Anyway, the child enters a woods and finds a little house—and here I think I've hit on a truly droll character." His eyes brightened. "It's a cook. She's a bit on the rough-and-ready, and when we meet her, she is spinning pots and saucepans at a baby."

"What!" Billings almost shouted.

"The baby is crying—'Wow! wow! wow!'—and, of course, the cook has a bad aim, though she does graze the child. I've jotted down some verses that might be used.

"Speak roughly to your little boy.

And beat him when he sneezes . . ."

"Beat him? Beat him?" The horror in Billings' voice was acute. "Why, that's sadism, man! You can't beat anybody in comics, certainly not babies! Imagine what the mothers in Elmtown would do to that one! Go ahead, what other little notions did you dream up?"

"As a matter of fact, quite a number. Now there was one episode that takes place at a tea-party. But I'd planned to have some animals present—a hare and a dormouse. The hare is a March hare and he's mad, and there's a mad hatter . . ."

"That's out," broke in Billings. "No lunacy in comics. What else?"

"A queen. She's possessed by an execution complex; goes around shouting 'Off with their heads!'"

Billings smiled, in pity, not appreciation. "You can't do that, old man. It's all covered here—no death, no violence; mustn't even be hinted at. They don't like it. Say, how does this story wind up?"

"A courtroom scene." The young man suddenly became earnest. "It isn't meant to be just funny. I want it to have—well, some satiric value. The defendant is the Knave of Hearts; he's stolen some tarts . . ."

"Tarts!" cried Billings. "Little cakes, you mean."

"Very well," sighed the young man. "Anyway, he's on trial and it's a splendid opportunity to poke a bit of fun at the judicial system, you know. The judge, the jury . . ."

"Oh, dear!" This time Billings was compassionate. "Son, you haven't been around much, have you? The American Bar Association has a committee to stop just that very thing in movies, radio

and comics. I'm afraid your whole idea is wet!"

The young man sat back with a combative tilt to his chin. "Maybe you're right, but I believe that children will like it. I know they will!"

"Sure, sure," said Billings, "the kids eat up all the comics. But it isn't the kids you gotta please, son, it's their mamas and self-appointed mentors."

Billings arose. "Thanks, anyway, for giving us the opportunity . . ."

His caller rose, too. He hesitantly laid on Billings' desk the large envelope that had rested on his lap. "Well, perhaps you'd look over the whole manuscript."

Billings shuddered. He was very much annoyed now; the guy might have mentioned the manuscript in the beginning instead of wasting all this time gabbing about it. He glanced down at the title—*Alice in Wonderland*.

"Of course you can leave it, Mister—mister—but I thought your name was Carroll."

"Oh, that's a pseudonym," said the young man hastily. "My real name is Dodgson, Charles L. Dodgson."

"Glad to have met you, Mr. Dodgson," said Billings, shaking hands. "I'll let you hear from me. But, honestly, I'm afraid we can't use your stuff. It's strong meat for our public! Good-bye, Mr. Dodgson!"



Rawlings
ATHLETIC EQUIPMENT

**First Choice
for
Every Sport!**

**Available
Thru Leading
Athletic Goods
Distributors**

Rawlings Athletic Equipment
THE FINEST IN THE FIELD!
MANUFACTURING COMPANY • ST. LOUIS 3, MO.

We Square Danced the Winter Away

Toni Cherpes

OUR MICHIGAN winter had set in. Recess periods were too short to struggle with snowsuits and boots. And, yet, there were too many children to be crowded into the room with no definite activity. So I decided to teach my first-grade children to square dance. And dance they did! They danced practically every recess throughout the severe winter. And before winter was over, every child in the room could step in and allemande left in a style that would show up many of their dads!

Of course, it takes work and patience on the part of the teacher to accomplish all of this. Any teacher who would rather correct papers at recess and ignore the bedlam in the room had better skip the rest of this article. But the teacher who likes to teach children at recess, as well as during their school hours, will find that the children respond to singing games and square dancing with gusto.

We did not start square dancing until after Christmas. Before that time, the youngsters had learned all the singing games and, although there was still a great deal of enthusiasm for this type of fun, I felt that they had reached a maturity level at which they decidedly needed something with more challenge. They found it in these square dances.

We chose only the simple dances and used records with calls. This meant that the teacher had to learn the calls on the records right along with the children.

Mrs. Cherpes, a teacher, taught her first-grade children in Dimondale, Michigan, to square dance.

The first step was to LISTEN. And that meant definite, intense listening. We listened to our first record two or three times to get used to the voice and words. Then I demonstrated with a set, showing the children: the lady is always on the gentleman's right; this is your partner; this is your corner; this is the first couple, second couple, third couple, fourth couple. Then began the simple forms. We practiced each form separately and in parts, until one set of children could do them. They learned "promenade," "swing your partner," "honor your partner and your corner," "allemande left," and a "grand right and left." On "swing your partner" (or any swing for that matter), the children simply joined both hands and turned. Later they did the swing by hooking elbows. I felt that these two forms were better for little children than the adult position in swinging.

The form "allemande left and a grand right and left" really demanded some teaching. But I recalled that some great educator had once said that you can teach anybody anything (if he has any mental ability at all) provided that you break it down into small enough parts, and practice each part until it is understood before you go on to the next step. I found that this philosophy applied perfectly to teaching this form, and here is how I taught it. We had our set. I said: "Now turn and face your corner. Put out your left hand to your corner. Turn the corner lady. Now wait." Then I would check every couple to see that everyone had that much right. If not, we would do it again and again, until finally everyone did have that much. Then we would go on. "Now come back

and face your partner. Give him your right hand. Now stop." Then I would check again. Or if somebody was in trouble before that, we would stop. To continue: "Now, walk ahead and meet the next person and give him your left hand. Next right. Next left. Right. Left. All around until you meet your partner." We did this over and over, first without music, until the children had the idea established in their minds. Then we used music.

After learning basic forms, we started with the records and followed them through, stopping the music to explain and listen carefully to the caller, whenever necessary. It was not long before one set of children could do a whole dance. Then we started changing the groups of children. We would enter a new child in the set and he would learn with a partner who already knew how to follow the calls. This continual addition of children made it necessary to form a new set and, before long, we had two sets dancing at the same time. Later, when almost everyone was dancing, we had another set at the back of the room. This took care of activity for twenty-four children at one time, so that each one had a turn during recess if he wanted to dance.

The records which we used were "Buffalo Boy," "Dive for the Oyster," "First Two Ladies Cross Over," and "Red River Valley," because we had access to them. Actually, any other simple ones would do just as well.

Another which we did, but for which we had no music, was the "Grapevine Twist." We all sang the following chant while the set breathlessly did the forms:

"First couple lead to the right,
Around that lady with a grapevine twist.
Go back to the center with a whoa, haw, gee,
And around that gent whom you did not see."

Circle four and on to the next.
Repeat verse, circle six, and on to the next.
Repeat verse and circle eight.

This was repeated with the second, third and fourth couples being the leaders in turn, as long as they still had breath in them. It was a strenuous dance, and we usually did it at the very last.

Was it worth the work involved in the teaching? Definitely! These boys and girls had just as much pep and energy as you will find, and the dancing gave them an acceptable outlet for their energy in a crowded schoolroom situation. Square dancing is no sissy stuff. Also, it taught them manners. To watch these youngsters actually bow and curtsy would warm the cockles of your heart!

NEW ALL-AMERICAN Picnic Grill



(PATENTS PENDING)

It's *tops* in grills! Positive six-way draft control provides faster, easier fire kindling, saves fuel, guarantees tenderer, juicier charcoaled steaks, chops and barbecues. American's many plus-features assure perfect *lifetime* performance. Grills, cooks, bakes. Shipped fully assembled.

STATIONARY
Weight 140 lbs.
COMPLETE

\$3250

PORTABLE
Weight 160 lbs.
COMPLETE

\$3975

Order Your All-American Grill TODAY!

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA

*World's Largest Manufacturers of Fine
Playground & Swimming Pool Equipment*

This is the first in a series of articles on community recreation centers—from housekeeping to program.

UNFORTUNATELY, a look at the outside of the recreation center building is the only contact that many people have with community recreation. From this, they form very definite opinions of the leaders, the participants and the entire recreation program.

It is safe to say then that the outward appearance of the building is truly one of the program's important publicity agents. How good a job does your building do in "selling" itself to the community?

Be honest. Is it so drab, dull and even dirty that hundreds of people pass it by every day without

ing or a pound of prodding, as the case may be.

2. Is it ATTRACTIVE?

You defy anyone to make *that* building look attractive? Now wait a minute! Had you thought about window boxes? The older boys could canvas the town for wooden boxes, and you do have hammers and nails in the crafts shop, don't you? Why not build those window boxes right there in the center? The garden club or the children's parents and friends would probably be glad to supply "slips." These can be "rooting" while the boxes are being made! During the winter months, these

A NEW "OUT" LOOK

Mildred Scanlon



giving it a second glance—let alone ever experiencing any great desire to enter it and find out what goes on inside? Or is yours a building with personality—an eye-catching, interest-compelling, bright little spot that refuses to be ignored, but holds up its head with the best of the community, smiles gaily, and makes people want to get to know it better?

If you're not sure, just look at it with a critical eye when you approach it today. Ask yourself:

1. Is it CLEAN?

What about the surroundings? No papers, fruit peelings or other refuse about? Good! Either you have a well-trained janitor who is taking his responsibilities seriously and has done the necessary cleaning up, or you have instilled a feeling of pride and ownership in the people who use the building. Probably a little of both. (That refuse container you had set out the other day was a pretty smart idea.)

What about the windows? Do they sparkle and gleam in the sun or are they "tattletale" gray? Better have a talk with the janitor—that's his department even though he may need a bit of remind-

can be planted and used inside to beautify the inside of the club, while pine branches with red berries brighten the exterior.

Your community has grass seed, small trees, shrubs and flowers for other municipal buildings. Maybe they just never thought of you. Why not approach the proper authorities?

For something really novel, you might try locating some old tent canvas. Sometimes Scout troops have some that they'd be glad to let you have. It takes a steady hand, good brushes and lots of paint, but brightly-striped little awnings over each window certainly give an "air" to any place. Don't worry about making any practical use of these; they are strictly ornamental! But do choose your colors wisely. Remember that the eye-catching colors are red, yellow and orange. Their respective complements are green, purple and blue. Hence, green window boxes and red-striped awnings can

QUESTION BOX —

Community Center Housekeeping

What do you do to make your community center especially attractive? Homelike? Functional?

An occasional question will be asked in RECREATION. Answers from 300 to 1,500 words are invited. Some will be published in the magazine.

Mildred Scanlon is a leadership training specialist on the staff of the National Recreation Association.

make very attractive "frames" for your windows.

And speaking of windows—it is through them that we get a little glimpse of what the place is like inside. Do they reveal pretty, gay, well-hung curtains? What's on the window sill? Plants, flowers, books, attractive objects made in the crafts shop? Your window sills could become a spot where only the latest of your crafts shop projects are displayed. Take just a few minutes some night to step outside and see yourself—because your building is certainly a reflection of yourself—as others see you.

Let your front entrance speak for itself. Display the name of the club and hours of operation. Have the entrance brightly illuminated. Good lighting, besides being a safety precaution, is also one of the cheapest forms of advertising.

You can interpret the attitude of the community toward your center by analyzing your own feeling for it.

How do you feel when you approach this place? Happy to be going there, pleased with the effect it creates? Are you proud to have your friends deliver you to your front door; do you have them drive down the street heading right towards the center so that they can look at it longer and get the full effect? Do you feel a little thrill every time you turn that corner and see the building—or do you hate the very sight of the place? Do you try to keep your friends from seeing this unattractive place, where you work? Are you ashamed of its appearance? Depressed every time you come near it? Reluctant to enter?

Then something's wrong! Maybe you need a new "out" look!

American Education Week

The thirtieth observance of American Education Week will be held November 5 to 11 this year under the title "Government Of, By and For the People." It will be dramatized in thousands of communities and schools throughout the country. Education will be featured by the press, radio, television and motion pictures during this period. Because recreation ties in with education as closely as it does, and vice versa, recreation directors should be working on ways of cooperating with, or supplementing, school or community programs. Good recreation, as we all know, is education for democracy, and this fact might well be our theme song for such observances. This week, too, might become a springboard for closer cooperation between the recreation department and the local schools for a better over-all, year-round community recreation job.



With the Stars . . .

With the stars of sports, modern features of construction in the equipment they use are of the utmost importance. That's why so many of them use and recommend Wilson.

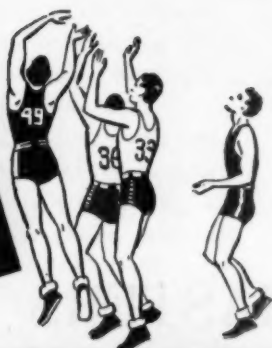
The famous Wilson Advisory Staff, whose members help design, test and use Wilson equipment is another reason why so many outstanding sports stars prefer Wilson. Golf champions Sam Snead, Cary Middlecoff, Lloyd Mangrum, Gene Sarazen, Patty Berg and Babe Didrikson—tennis champions Jack Kramer, Don Budge, Bobby Riggs and Alice Marble—diamond stars Ted Williams and Bob Feller—gridiron headliners Johnny Lujack, Charlie Trippi and Paul Christman are among the stars who make up this great staff of experts. *Play the equipment of champions—Wilson—and you can be sure you're playing equipment that cannot be surpassed.*

WILSON SPORTING GOODS CO., INC.
Branch offices in New York, San Francisco
and other principal cities
(A subsidiary of Wilson & Co., Inc.)

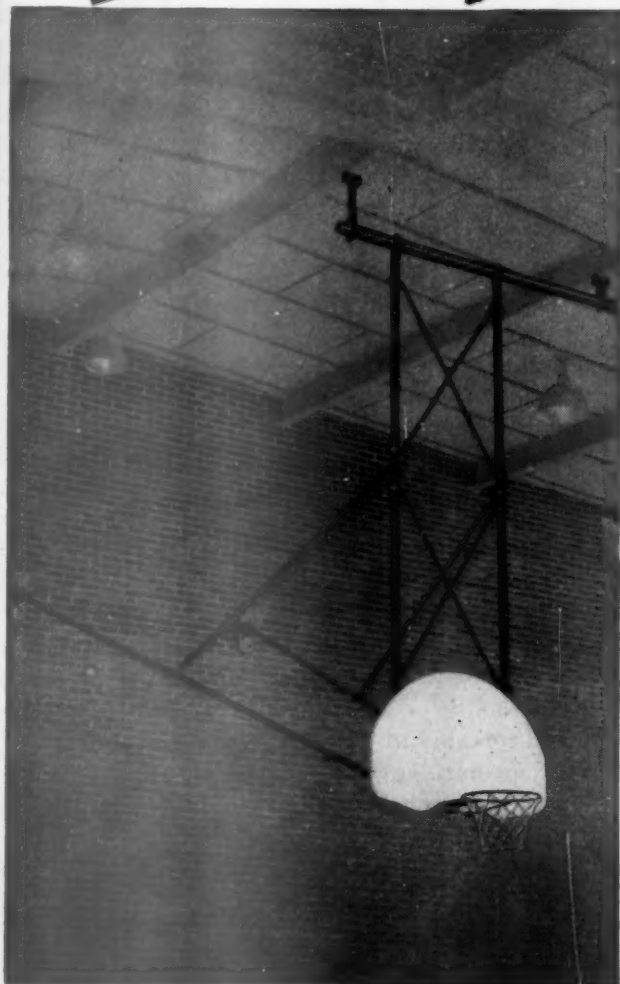
IT'S **Wilson**
TODAY IN SPORTS EQUIPMENT

ACT NOW!

Let Porter's experienced engineers recommend—without obligation—an economical, efficient solution to your basketball backstop installation problem!



basketball backstops to fit YOUR need



A neat, rigid Porter installation, meeting a condition that calls for extended wall bracing. Porter backstops not only perform well, but look well.

Whatever your individual basketball backstop installation problem, Porter has the *answer*. You see, Porter has been official purveyor of basketball backstop equipment to the nation's schools, universities and clubs for years. That's why so many coaches, school superintendents and others who buy and specify backstops will readily say, "Yes, Porter is headquarters for basketball backstops."

And Porter's engineering service is yours for the asking . . . to recommend, without charge or obligation, the efficient, economical way to install basketball backstops in your gymnasium or stadium . . . But don't wait until the last moment—until you are ready to use the court! Plan ahead—allow sufficient time for shipping and installation. Write—*now*—describing your problem.

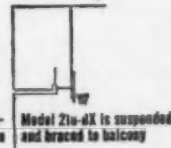
FAN-SHAPED BANKS—Porter can ship immediately famous Porter all-steel fan-shaped basketball banks.



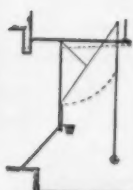
Model 212-2 wall-braced type of simple design



Model 1216 balcony installation with extension



Model 210-4X is suspended and braced to balcony



Model 222B swing-up is braced to stage floor



Model 221B swing-up is braced to balcony or wall

82 YEARS OLD

THE J. E. PORTER CORPORATION
OTTAWA, ILLINOIS

MANUFACTURERS OF PLAYGROUND, GYMNASIUM AND SWIMMING POOL EQUIPMENT

Exclusive MAKERS OF THE WORLD-FAMOUS JUNGLEGYM* CLIMBING STRUCTURE

Rea. U. S. Pat. Off.

*A private agency program applicable
to other recreation groups*

MEET THE MUSIC MASTERS

Herman J. Rosenthal



RADIO PROGRAMS of exceptional musical merit and superb concerts made available in communities throughout the nation have created a desire, on the part of many, for better musical understanding. As a result, courses in musical enjoyment have been introduced into schools, colleges and social centers throughout the country.

One such course was recently conducted at the YWCA in Troy, New York, for a period of eight weeks. The group met one evening a week for a two-hour period.

The YWCA executive director, the director of the young adult department and I, after a period of discussion, agreed on the desirability of offering a "Meet the Music Masters" group. Announcements were sent to area school principals, colleges, public libraries, industrial plants and business offices. In addition, news stories and "ads" were inserted in the local paper. The response was favorable and we were ready for our first session.

Class members represented a cross section of business and professional men and women. Some had taken appreciation courses in school and college and desired a refresher course; others were taking a musical enjoyment series for the first time.

Because of the great interest in the symphony orchestra, we chose this medium as our starting point. Pictures were shown of the instruments used in the four sections of the symphony and records were played to illustrate the characteristic tone qualities of the string, wood, wind, brass and percussion instruments. We concluded the first evening by listening to Liszt's "Second Hungarian Rhapsody" and "The First Movement from Beethoven's Fifth Symphony."

At this time, an announcement appeared in the

local papers about a series of chamber music concerts that were to be offered at the Emma Willard School in Troy. Since many of the group planned to attend, they asked if we could have an evening of chamber music prior to the first concert. Selections from the trios and quartets of Haydn, Beethoven, Mendelssohn and Brahms were played, and class members soon discovered great beauty in this much-neglected field of music. They learned that it was written to be played in salons, in distinction from music primarily intended for church, theatre and concert hall.

Our third program was to be presented on Halloween night, so it seemed most appropriate to introduce "Dance Macabre" by Saint-Saens and other program music. It became apparent that program music told a story in sound. Other numbers played were "Don Juan" and "Till Eulenspiegel" by Richard Strauss, "Egmont" and "Leonore Overtures" by Beethoven, "1812 Overture" by Tschai-kovsky, "Sorcerer's Apprentice" by Dukas and "Les Preludes" by Liszt. A lively discussion resulted on the relative musical value of program versus absolute music.

In observance of the 100th anniversary of the death of Chopin, our fourth evening was dedicated to the great Polish composer and patriot. Salient facts concerning his life were noted, and recordings of his preludes, nocturnes, waltzes, ballads, scherzi and concertos were played.

Our fifth evening was devoted to "Music of the Faiths." Traditional melodies of the synagogue

Author is a musician, music teacher and lecturer.

were played, and the role of music in the religious service was discussed. We then spoke of the significant part played by the church in preserving the melodies of the synagogue. Continuing, we traced the development of music in the church and the important musical contributions of the monks. Compositions by Palestrina and Gregorian chants were played, and our discussion closed with a cursory survey of the great Protestant church music and composers—Bach, Handel and Haydn.

The next meeting of the group coincided with the opening of the 1949-50 Metropolitan Opera season, so we spent "An Evening at the Opera." A brief presentation was made on the birth of opera in Italy in the year 1600. The relative importance of acting, scenery and music was noted, and excerpts were played from "Carmen," "Faust," "Pagliacci," and "Der Rosenkavalier."

An interesting discussion arose on whether opera is enjoyed more when it is presented in the original tongue rather than in English. Class members voted in favor of the former and made the following specific recommendations: (1) to become familiar with the story of the opera; (2) to play or have someone play the leading arias from the opera. We also devoted some time to the oratorio and

cantata. Especially enjoyed were selections from "The Elijah," "St. Paul," "The Messiah," "Cantata No. 78" and the "B Minor Mass" of Bach.

"The Concerto" was the topic of our seventh meeting. The "B^b Minor Piano Concerto" and the "D Major Violin Concerto" were featured. In addition, excerpts were played from the Grieg and Rachmaninof compositions in this form and the Mendelssohn, Brahms and Wieniawski violin concertos.

Our eighth and concluding session was again devoted to the symphony. We started with classic Haydn numbers and progressed through the ultra modern work of Shostakovich. The group was most enthusiastic about the symphonies and expressed a desire to hear more great masterpieces.

We'll Be Seeing You at the
MIDCENTURY
NATIONAL RECREATION CONGRESS

October 2-6 Cleveland, Ohio

Everything Required by

BEGINNERS . . .

ADVANCED HOBBYISTS . . .

PROFESSIONAL CRAFTSMEN



Crafts Instructors who depend upon Larson Leathercraft headquarters for supplies, tools and instruction manuals have learned by experience that they have solved their three big problems of Variety, Quality and Delivery.

Our stock of leathercraft kits, tools, supplies, moderate priced tooling leather and top quality calfskins is the most complete in America, ranging from beginners' kits of ready-cut projects requiring no experience or tools, to materials and equipment to meet the needs of the most exacting advanced hobbyist and profession craftsman. We handle only the best quality, and make prompt shipments, in most cases the same day your order is received.

Send today for FREE 24-page illustrated catalog of materials and instructions for making Link Belts, Moccasins, Billfolds, Camp Purses, Comb Cases, Key Cases, Riding Crops, Gloves, Toy Animals and other items. Complete line of supplies and tools included.



Write Today for Free Catalog

J. C. LARSON COMPANY

DEPARTMENT 307

820 So. Tripp Ave., Chicago 24, Ill.

IN EVERY FIELD OF SPORT...

**MacGregor
GoldSmith
SPORTS EQUIPMENT**



In every field of sport in Professional, Semi-Pro and Amateur Baseball and Softball, in Universities, Colleges and High Schools, in Municipal and Industrial Recreation MacGregor-GoldSmith Sports Equipment is recognized as a hall mark of quality and unvarying performance.



MacGregor GoldSmith Inc.

MACGREGOR-GOLDSMITH INC. 1000 N. WABASH AVE. CHICAGO 10, ILL.

Feather Fun*

BROOKS CARPENTER

Feather fun is an interesting art project and requires little equipment: plain paper; folded construction paper; a piece of ordinary window screen, six by six inches; an old toothbrush; water colors (powered tempora paints are best if available, and if not, one may use ordinary water colors with a minimum of water); common pins; white library paste; pheasant feathers; and a picture frame.

First, make the background. Take a sheet of paper, fold it in the middle, and cut a pattern of a vase. Then, pin the vase to the colored construction paper and spatter it with water colors by using the screen and toothbrush.

Second, prepare the feathers for pasting on the background to form the flowers. Pull the feathers from the skin and cut off the lower part, thus forming a flower petal. The size of the petals regulates the size of the flower. Keep the flower about the size of a silver dollar. The long feathers on the wings and underneath the pheasant may be pasted on first as a background for the flower.

Next, form the flower from the petals which have been previously cut. Eight of the feather petals are required to make one flower. Take four and paste them so that they are opposite each other, the tips just touching in the center.

Then take the other four and paste them so that they fill the remaining four spaces, also with the tips touching in the center. Now, one flower is complete. Four or five flowers so constructed are sufficient, providing that they are placed in the paper vase so that their arrangement is balanced.

* (Reprinted from NEA Journal)

The Ins and Outs

A dramatic sketch, of twenty minutes duration, for and about teen-agers, has been prepared by the American Theatre Wing for the New York Committee on Mental Hygiene of the State Charities Aid Association. It reveals the relationships of the "Ins"—those who belong to a group—with an "Out"—who tries to belong, but is excluded. A discussion guide for teachers and group leaders accompanies the sketch. Copies are sold in packets at one dollar and two dollars. For further information, write to the National Committee for Mental Hygiene, 1790 Broadway, New York 19.

Winter's Coming—Brr!

"No Sissies!" is the motto of the latest club to be formed among the employees of the Firestone Tire and Rubber Company, Akron, Ohio. The

Suggestion Box

hardy members of this organization, which is known as "The Polar Bear Hikers Breakfast Club," gather at the Firestone Country Club every Sunday morning at nine o'clock. Weather permitting, they play a round of golf. In the event of rain, snow, sleet or any other inclemency of the elements, they hike for an hour, returning to the club for a breakfast of ham and eggs or hot cakes and maple syrup. This program is continued until early in April, when the Polar Bears hibernate until the following winter brings weather sufficiently unpleasant to challenge their endurance. Membership in the club is free—the only charge being for breakfast.

Recreation Symphony

A composer—Harold Orlob—has written a symphony called "Recreation," which was introduced at Carnegie Hall in 1948. He has incorporated lyrics to the principal melodies in the score that can be sung by tenor, baritone and female voices. These fall under the titles "Summer," "Autumn," "Winter," "Spring," and are about the recreation pursuits of each season. The score and parts are available to any orchestra which might like to try them. Why not write to Mr. Orlob at the Milton Music Company, 1564 Broadway, for further information?

Art Films

"A Guide to Art Films," compiled for *Magazine of Art* by Dorothy B. Gilbert and Helen M. Franc, has recently been published by the American Federation of Arts, Washington 6, D. C. A first issue was published in 1949 and quickly sold out. The guide lists 353 American and foreign films on art and on crafts, sells for seventy-five cents per copy, or sixty-five cents if remittance accompanies order.

William Parkyn Jackson

WILLIAM PARKYN JACKSON died on June 16th in Asheville, North Carolina, at the age of seventy-seven, leaving a host of recreation friends from coast to coast. A Canadian by birth, he had prepared himself for the ministry, but in the early days of the first World War, left his rural parish in Vermont to join the staff of War Camp Community Service. There followed twenty-one years of devoted, friendly, unselfish service in the recreation field. Throughout the war, he served with distinction as community organizer and, later, under the program of Community Service, Incorporated, promoted community recreation in several states. A number of important cities owe to him the soundness of their fundamental organization for public recreation. For several years in the twenties, he served as district representative for the National Recreation Association.

From the early days of his ministry and all through his years of recreation service, William Jackson was especially devoted to young people. His own youthful spirit was retained throughout his life. Just as in the ministry his major interest was the small community and the rural areas, so in his recreation work he was happiest when serving rural young people. Beginning in 1929, he was one of a team of several association workers who conducted innumerable recreation leadership training courses in the rural areas of nearly every state in the Union. He was warm and down-to-earth in his approach and his natural understanding of the problems and joys of rural life endeared him to the leaders taking his courses. Many of the ideas he used in his teaching were original and were presented with a freshness and enthusiasm that were contagious. Given such simple equipment as a newspaper and a pair of scissors, he could entertain by the hour a small child or a large group of various ages, and end up by having them call for more. He was always "wanted back" by groups because he was a good recreation teacher and because he was Will Jackson. The United States

Department of Agriculture, Extension Service, still attests to the great value of this major leadership training project, most of which was conducted with the enthusiastic cooperation of the Department of Agriculture.

Retiring from the recreation field several years ago, Mr. Jackson was not content to be idle, and when he found a church that needed help, he again took up work in the ministry. Along with his ministerial duties in these later years, he was able to devote a surprising amount of his time and energies to recreation. He was greatly beloved by the people he served and, at the time of his death, was Minister Emeritus of the First Congregational Church in Asheville.

One poem, which he liked to quote in honoring others, fits him so well:

Here was a man whose heart was good
Who walked with men and understood.
His was a voice that spoke to cheer
And fell like music on the ear.

His was a smile men loved to see
His was a hand that asked no fee
For friendliness, or kindness done.
And now that he has journeyed on
His is a fame that never ends
And leaves behind uncounted friends.

AGAIN IN 1950-'51

*America's Finest
Athletic Equipment*

is built by

VOIT

for catalog, address:
Dept. R, W. J. VOIT RUBBER CORP.
1600 E. 25th St.
Los Angeles 11, Calif.



**SEE US
at the
SHOW**

Be sure to visit our BOOTH number 20
at the show . . . and if you can't
attend . . . Please

**Write for our FREE
CATALOG
of HANDICRAFT SUPPLIES**

RECREATION WITHOUT MOVIES Is Like Football Without a Gridiron . . .

For a well-balanced recreation program, Motion Pictures
are a "Must"!

We have outstanding films of all types:

ENTERTAINMENT

SPORTS

ADVENTURE

NATURE STUDY

SOCIAL HYGIENE

HOME ECONOMICS

HEALTH AND SAFETY

to name only a few.

NOTE: The rental rates on most of our top-
grade feature films have been reduced to
bring them within reach of even the small-
est recreation budget.

Send today for our free,
1950-51 Catalog of
SELECTED MOTION PICTURES
containing
1400 Films — 100 FREE!
Many in Full Color!

ASSOCIATION FILMS

NEW YORK 19 35 West 45th St. CHICAGO 3 206 So. Michigan Ave. SAN FRANCISCO 2 351 Turk St. DALLAS 1 1915 Live Oak St.

Magazines and Pamphlets

Camping Magazine, May 1950

How to Get More from Your Craft Programs,
Eleanor Tinsley.

We Wanted to Decentralize and We Did, Marion
Marshall and Margaret M. Robertson.

New ACA Standards.

Further Reports from St. Louis Convention.

Interfaith, International and Intercultural Camping,
George Jonas.

Good Program Can Put Tennis Interest on the Up-
Grade! T. E. Bennett.

NEA Journal, May 1950

Toward Sane Athletic Programs, John K. Archer.

Making Room for the Arts, Lloyd L. Waite.

Summer School Camping at a Blimp Base, Jim
Weakley and J. T. Bleier.

Learning by Hosteling, Elizabeth L. Wadsworth.

Parks and Recreation, May 1950

Legal Responsibilities and Liabilities, William H.
Freeburg.

Journal of the American Association for Health, Physi- cal Education and Recreation, May 1950

Interscholar Competition in the Elementary School
—A Committee Report.

Intramurals in the Junior High School, James H.
Watkins.

"All Is Not Old," Ruth Strode.

The School Camp—Our Outdoor Classroom, Truda
T. Weil.

How We Do It.

Scholastic Coach, May 1950

Flicker Ball, Paul C. Sisco.

Park Maintenance, May 1950

Boating Bonanza, A. R. McPherson.

Boone's (Iowa) Lodge and Shelterhouse.

Beach and Pool, May 1950

Shamrock Hotel Pool.

The Modern Swimming Pool—A Symposium.

Modern Testing Equipment, F. R. McCrumb.

Public Management, May 1950

What Next for American Cities? Luther Gulick.

Trends in Municipal Personnel Practices, David S.
Arnold.

Parents' Magazine, June 1950

Help Your Children Enjoy the Arts, Rhoda W.
Bacmeister.

Nation's Schools, June 1950

Camping Education Can Vitalize the Entire School
Program, John S. Carroll.

Montana Community Transforms Six City Blocks
into Elementary and Junior High School Build-
ings and Playfields, Robert B. Farnsworth and A.
V. McIver.

Parks and Recreation, June 1950

Park Users, Junior Grade, H. Raymond Gregg.

Teachers in Jeans, Muriel Beuschlein and Dr. James
M. Sanders.

Something's Cooking in Cook County, Robert Mann.

Wading Pools of Connecticut, J. Henry L. Giles.

Newark's Water Program, William J. Coleman.

Journal of the American Association for Health, Physi- cal Education and Recreation, June 1950

Suggested Code of Ethics for Teachers of Physical
Education—A Committee Report.

The College Goes into the Community, Jackson M.
Anderson.

Bringing Archery Indoors, Myrtle K. Muller.

Camping Magazine, June 1950

A Philosophy of Camping, Harry E. Brown.

Camp Telescope Project, Frank A. Myers.

Food Service Comparison Chart, Harold L. Noakes.

Tuition Refund Protection, Jay Levenson, Jr.

Your Camp's Overnight Hikes, R. T. De Witt.

LOUISVILLE SLUGGER BATS

FIRST IN SOFTBALL AS IN BASEBALL

The 1950 Louisville Slugger line of nineteen softball bat models meets the requirements of every softball player.

Full color catalogs of 1950 Louisville Slugger Bats for Softball and Baseball, and the 1950 Louisville Grand Slam Golf catalog will be sent free on request. Address Dept. R.

See Us at the
National Recreation Congress in Cleveland

HB

QUALITY BUILT IN EVERY ONE

LOUISVILLE SLUGGER
HILLERICH & BRADSBY CO.
LOUISVILLE 2, KY.

RECREATION LEADERS!

Are you familiar with the
services and publications
of the

**American Association for Health,
Physical Education, & Recreation?**

JOIN 18,000 PROFESSIONAL

RECREATION

PHYSICAL EDUCATION

HEALTH

COLLEAGUES

Write for

Brochure describing association and
Order blank of special publications

**AMERICAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION, AND RECREATION**

1201 16th Street, N.W.

Washington 6, D. C.

DIAMOND

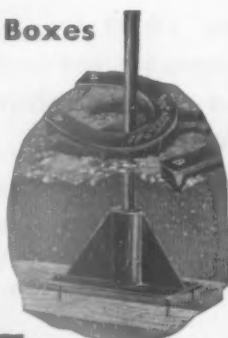
**Pitching
Horseshoe**

ACCESSORIES

THE MOST COMPLETE LINE

**Stake Holders
and Court Boxes**

Diamond Official Stake Holders and Diamond Court Boxes are easy to install and stay put when they are once in the ground. Stand up under constant use. Diamond Pitching Horseshoes are sold by most sporting goods dealers throughout the country.



Stakes and
Ready-Made Courts



DIAMOND CALK HORSESHOE CO.

4616 GRAND AVENUE

DULUTH, MINN.

Books Received

Best Sports Stories 1950, edited by Irving T. Marsh and Edward Ehre. E. P. Dutton and Company, Incorporated, New York. \$3.00.

Bijou, the Little Bear, Pierre Amiot. Coward-McCann, Incorporated, New York. \$1.75.

"But You Don't Understand," Frances Bruce Strain. Appleton-Century-Crofts, Incorporated, New York. \$3.00.

Children's Games Throughout the Year, Leslie Daiken. B. T. Batsford, Limited, New York. \$4.00.

Child's First Book of Bible Stories, A. Ann Day Steeple. Hart Publishing Company, New York. \$1.25.

Educator's Guide to Free Slidefilms, Second Annual Edition 1950. Educators Progress Service, Randolph, Wisconsin.

Eighty Play Ideas, Caroline Horowitz. Hart Publishing Company, New York. \$1.25.

Fifty Nifty Crossword Puzzles, edited by Tom B. Leonard. Hart Publishing Company, New York. \$1.25.

Fun After Sixty. Chicago Recreation Commission, Chicago.

High Times, Nellie Zetta Thompson. E. P. Dutton and Company, Incorporated, New York. \$2.50.

Hot Rod, Henry Gregor Felsen. E. P. Dutton and Company, Incorporated, New York. \$2.00.

How to Organize Your Guidance Program, Edgar L. Harden. Science Research Associates, Incorporated, Chicago. \$1.50. Twenty per cent discount on orders of 15 or more.

Illustrated Game Manual, Frank H. Geri. Ernie Rose, Seattle, Washington. \$3.50.

Inland Waterway Guide, 1951. Marina Publishing House, Wilmington, North Carolina.

Kit on How to Plan a Home Playground, A. The Recreation Division, Canadian Welfare Council, Ottawa, Canada. \$50.

Oxford Junior Encyclopaedia, Volume IX—Recreation. Oxford University Press, New York. \$8.50.

Paganini, Master of Strings, Opal Wheeler. E. P. Dutton and Company, Incorporated, New York. \$2.75.

Physical Education Activities for the Elementary School, Jeannette Smalley. The National Press, Millbrae, California. \$2.50.

Pirates, Ships and Sailors, Kathryn and Byron Jackson. Simon and Schuster, New York. \$2.00.

Planning, Construction and Maintenance of Playing Fields, The, Percy White Smith. Oxford University Press, New York. \$6.00.

Rambling Halfback, Wilfred McCormick. G. P. Putnam's Sons, New York. \$2.00.

Storytime Tales. Simon and Schuster, New York. \$1.00.

Theory of Camping, The, Frank L. Irwin. A. S. Barnes and Company, New York. \$2.50.

Travel Fun Book, Frances W. Keene. The Seahorse Press, Pelham, New York. \$1.00.

Wing Scout Manual. Girl Scouts of the United States of America, New York. \$1.50.

Wonderful House, The, Margaret Wise Brown. Simon and Schuster, New York. \$2.50.

You Can Make a "Stradivarius" Violin, Joseph V. Reid. Popular Mechanics Press, Chicago. \$3.50.



New Publications

Covering the Leisure-time Field

Small Town Renaissance

Richard Waverly Poston. Harper and Brothers, New York. \$3.00.

THIS is a stimulating story of American democracy in action, and of the part recreation can play in democratic planning and action in the typical small American community. It is the history of the three-year Montana Study Project, financed by the Rockefeller Foundation, and carried on under the auspices of the University of Montana.

The history of Montana has been largely the history of the pioneer, of the individualist. Exploitation and subsequent exhaustion of natural resources in many communities have left the state spotted with ghost towns. Lack of opportunity for employment and satisfying living has caused large numbers of young people to leave the state. The study was directed to reviving economic opportunities and developing opportunities for living that would hold existing population and attract new.

The method used was to stimulate local communities to study their own history, needs and resources with the expectation that this would lead to effective, self-initiated action. A carefully worked-out study outline and general guidance were provided by the staff of the study. *Small Town Renaissance* tells the story of several of these local projects. It is significant that recreation played an important part in practically every case cited.

Darby, for example, studied its history and its problems. Wishing to bring them to the attention of the community effectively, it chose a pageant-drama, "Darby Looks at Itself," which pictured the history of the community, its exploitation of local resources, its present problems and ways to meet them. One hundred twenty-five people, a fifth of the population, were in the cast. Saloons and movies closed for the event, and eighty per cent of the population turned out for the performance. As the author states: "Their show, conceived, written and produced by themselves, dealing with the contemporary problems of their town, was the biggest show in the history of Darby . . . There was a unanimous feeling of pride, and rightly so, for in one night Darby had advanced in community democracy perhaps twenty years ahead of many

other towns in America. Now they were ready for action."

The history of Stevensville is similar to that of Darby. Here, too, the pageant was the agency in uniting a community for effective action. Its story, as told in "A Tale of the Bitter Root," was witnessed by 2,500 people. The town of Conrad invited the director of recreation of Great Falls to help plan for better recreation opportunities. The contribution of recreation to local democratic action is recorded also in the histories of other communities.

Democracy still lives in the local communities of America, and recreation is an effective agent for cooperative and productive action. But, the possibilities of dramatic interpretation of American democracy have yet to be realized fully.—*Arthur Williams*, Executive Director's Office, National Recreation Association.

Neighbors in Action

Dr. Rachel Davis Dubois. Harper and Brothers, New York. \$3.00.

"COOPERATION AND LOVE, not conflict and strife, are the laws of life" might be considered the thesis of Dr. Dubois' *Neighbors in Action*.

Although it is extremely difficult to assume a common set of principles in the field of community relations, good human relationship is a community responsibility. It is because of the awareness of such a difficulty, and the facing of such responsibilities, that Dr. Dubois has set about the delineation of methods and techniques in her book.

The way suggested in *Neighbors in Action* is not (nor is it so claimed) a new way. It utilizes the very basic principle that man fears and dislikes that which he does not know or understand. It promulgates the idea that a change of viewpoint in terms of prejudices is a personal and individual thing.

Part I of the book concerns itself with certain techniques and experiences which a group of heterogeneous people used in their journey toward a feeling of kinship. Here, many of the conflicts—manifested through religious, racial, national and social intolerance—were used as a medium through

which to discover that core of individual and group personality which helps all people to recognize a oneness of both spirit and experiences.

The basic process by which this feeling of new neighborliness is to be accomplished is that of the sharing of specific cultural experiences. The points of likeness, rather than those of differences, are stressed; and the manner in which such likeness and, often, differences may form a bridge of understanding are worked out through program material.

The group conversation method, which is the special technique of the workshop of cultural democracy, sets the stage for discussing and demonstrating racial and ethnic ways of life experience—such as the working, living, courting, worshipping patterns of different peoples. Some observations of this kind of experience include: 1) experience of one group becomes the experience of all; 2) significant and basic desires out of which all human beings fashion cultural patterns are seen to have a common source.

Part II of the book sets forth the necessary techniques, the what, why and how methods, of workshops for cultural democracy, and states the philosophy upon which such processes are based. There are many suggestive points of value for the group and recreation leader; many notable teaching devices for the teacher: 1) the informal and indirect method of approach; 2) the method of finding a common denomination out of which the entire group may operate; 3) the method of integrating and correlating the every-day experiences of people and giving them significance.

I believe that one is justified in saying that the chief need in the field of intergroup education or activity is that of adequately trained leadership. Dr. Dubois, being aware of this fact, has added a chapter on the how. Yet one doubts the possibility of lay leaders using successfully this workshop method if there has been no opportunity to study directly with the author and her staff.

For those—and many of us may be included here—whose intercultural background is limited, or whose approach to creative group activity calls for strengthening, *Neighbors in Action* would prove most helpful as study material. Whether program material may actually be prepared from such study will depend largely upon the inad-junctive powers of the leader and his appreciation of this type of approach to human living and development.—*Grace Walker*, Recreation Leadership Training Specialist, NRA.

Games the World Around

Sarah Hunt and Ethel Cain. A. S. Barnes and Company, New York. \$3.00.

THIS COLLECTION of 400 folk games will be warmly received by teachers, librarians, those who work with people of different nations, and particularly by those who arrange and present folk festivals and pageants—even though it contains no dances, music or singing games.

Most of the book is divided into sections describing contests, stunts, relays, active and quiet

games of the American Indians and the people of approximately thirty-five different nations.

Each of the sections has almost full-page pen-and-ink illustrations which contain many good ideas for costuming and staging. The authentic titles used for the various activities would lend an international tone to any program on which they appeared.

Chapters and indices, which make for better understanding and use of materials contained in the main body, are also included.

Games the World Around represents a great deal of research and is guaranteed to save many valuable hours for people who have hitherto searched far and wide for materials of this nature.

Dances and Stories of the American Indian

Bernard S. Mason. A. S. Barnes and Company, New York. \$5.00.

CAMP COUNSELORS and playground workers who are developing the Indian theme will find this volume of authentic Indian dances invaluable as a source of informative and usable material.

Basic dance steps are described in great detail and further clarified by innumerable stick figure drawings. The dances themselves are equally well explained and diagrammed.

Wherever "props" are needed, complete directions for their construction are included. Hoops, masks, drums, bells and rattles receive their share of attention.

In the part of the book devoted to staging the dances, separate chapters are given to a discussion of costumes and make-up. With the aid of these, and the full-page photographs found throughout the book, anyone otherwise totally unacquainted with the subject should be able to stage realistic and impressive Indian programs and pageants.

This book will also be of inestimable worth to the novice in the field of Indian affairs.—*Mildred Scanlon*, Recreation Leadership Training Specialist, NRA.

How to Turn Ideas into Pictures

H. E. Kleinschmidt, M.D. National Publicity Council for Health and Welfare Services, Incorporated, New York. \$1.00.

THE NATIONAL PUBLICITY COUNCIL has come out with another of its good how-to-do-it materials. This pamphlet, complete with amusing diagrams, was especially written for workers in social welfare, health, recreation and so on, who publish materials of their own, and explains how to illustrate ideas with pictures and to express them in ways other than with words. Excellent resource material for the planning of annual reports, publicity material, printed programs and posters is included. Other titles on the council's list are: *Annual Reports—How to Plan and Write Them*, *How to Make a Speech and Enjoy It*, *Pamphlets That Pull*, *Planning Your Exhibit*, *The Public Relations Committee*, *Radio—How, When and Why to Use It*, and *Working with Newspapers*.

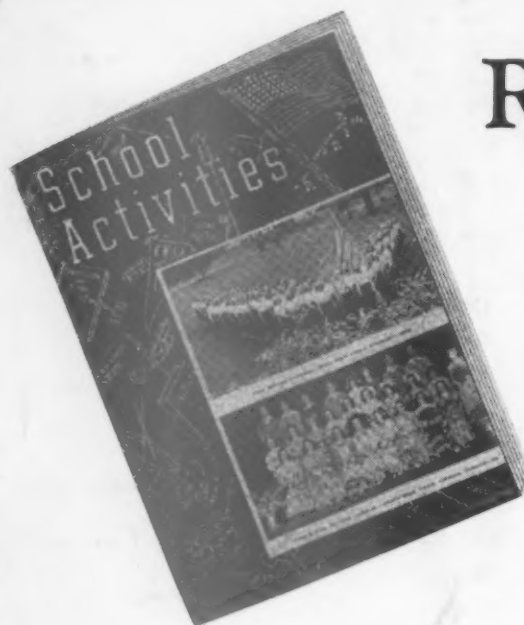
Recreation Leadership Courses

(Sponsored jointly by the National Recreation Association and local recreation departments)

October and November, 1950

| | | |
|--------------------------------------|---|--|
| HELEN DAUNCEY Social Recreation | National Recreation Congress October 2-6 | See footnote |
| | Hayneville, Alabama October 16-20 | Miss Hulda Coleman, Superintendent of Schools, Lowndes County |
| | Talladega, Alabama October 23-27 | F. L. Harwell, Superintendent of Schools |
| | Birmingham, Alabama October 30-November 2 | Dr. I. F. Simmons, Superintendent of Schools, Jefferson County |
| | Elba, Alabama November 6-10 | K. G. Krook, Superintendent of Schools |
| | Wetumpka, Alabama November 13-17 | J. R. Formby, Superintendent of Schools, Elmore County |
| | Montpelier, Vermont November 27-December 1 | Mrs. A. O. Brungardt, Vermont Director of Recreation |
| ANNE LIVINGSTON Social Recreation | National Recreation Congress October 2-6 | See footnote |
| | Kansas City, Kansas October 16-20 | Edmun A. Ash, Director, Recreation Commission, City Hall |
| | Colorado Springs, Colorado October 23-27 | Jay VerLee, Director of Recreation, Civic Auditorium |
| | Great Bend, Kansas November 6-10 | Carl Soden, Great Bend Recreation Commission |
| | North Central District November 13-24 | — |
| MILDRED SCANLON Social Recreation | National Recreation Congress October 2-6 | See footnote |
| | Galveston, Texas October 9-13 | William Schuler, Superintendent of Recreation and Parks, Menard Community Center |
| | Seguin, Texas October 16-20 | George A. Lewrey, Superintendent of Recreation, City Hall |
| | Amarillo, Texas October 23-27 | Jack Hans, Superintendent of Recreation, City Hall |
| | Wichita Falls, Texas October 30-November 3 | Raybon W. Porter, Minister of Education, First Meth- odist Church, Tenth and Travis Streets |
| | Tyler, Texas November 6-10 | Robert Shelton, Director of Parks and Recreation, City Hall |
| | | |
| FRANK STAPLES Arts and Crafts | National Recreation Congress October 2-6 | See footnote |
| | Akron, Ohio October 9-20 | A. E. Genter, Superintendent of Recreation, 325 Locust Street |
| | Hammond, Indiana October 23-November 2 | J. N. Higgins, Director, Board of Parks and Recreation |
| | Elkhart, Indiana November 6-17 | K. Mark Cowen, Superintendent, Board of Parks and Recreation, Municipal Building |
| | Springfield, Illinois November 20-24 | H. Francis Shuster, Superintendent of Recreation, City Hall |
| | | |
| GRACE WALKER Creative Recreation | National Recreation Congress October 2-6 | See footnote |
| | Tampa, Florida November 27-December 1 | Mrs. Margaret Hamilton, Director, City Recreation De- partment, 710 Harrington Street |

A series of four training sessions in each of the following fields will be offered at the National Recreation Congress in Cleveland, Ohio, October 2-6; Arts and Crafts, Drama, Social Recreation. NRA leadership training specialists will be in charge. Any registered delegate at the Congress may participate in this training program.



RECREATION

is one of the fields in which
SCHOOL ACTIVITIES

has been serving the schools of America for twenty years. Under the editorship of Dr. Harry C. McKown, well-known authority on Extracurricular Activities, this monthly magazine promotes the following interests:

ACTIVITY PROGRAMS—Current thought of leaders in the field of democratic group activities.

SCHOOL ASSEMBLIES—An assembly program for each week of the school year.

CLASS PLAYS—Help in selecting and staging dramatic productions.

CLASS ORGANIZATIONS—Directions for the successful guidance of school groups.

FINANCING ACTIVITIES—Suggestions for financing student functions.

ATHLETICS—News and ideas on late developments in intra-mural and interscholastic sports.

DEBATE—Both sides of the current high school debate question.

DEPARTMENT CLUBS—Instructions and aids in the directing of school clubs of all types.

HOME ROOMS—Ideas and plans for educative home room projects.

PEP ORGANIZATIONS—Devices for stimulating loyalty and school spirit.

STUDENT PUBLICATIONS—Guidance in the production of school newspaper and yearbook.

PARTIES AND BANQUETS—Suggestions for educative and wholesome social activities.

STUDENT GOVERNMENT—Sound direction in the development of student sense of responsibility.

MISCELLANEOUS ACTIVITIES—Music, commencement, point systems, etc.

Subscription Price **\$3.00** *Subscribe Now*

School Activities Publishing Co.

1515 LANE STREET

TOPEKA, KANSAS